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ABSTRACT

This document provides a framework by which Oklahoma local school districts can develop their curriculum for physical education. Designed for grades K-12, it offers a foundation for appropriate physical education practices linked to the Priority Academic Student Skills (PASS) national standards and benchmarks for each of three goals: motor skill and lifetime activity; health-enhancing activity development; and personal and social skill development. The curriculum is based on developmentally appropriate practices in curriculum content and instruction, with a special emphasis on assessment at each grade level, as well as ideas for use of technology in the physical education setting. The suggested activities and subject integration areas represent a sample of developmentally appropriate activities aligned with each specific goal at each of the different grade levels. For each grade level, the document presents suggested activities and an assessment checklist related to the three goal areas. (SM)

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# Lifetime Health and Fitness

## A Curriculum for Physical Education

Sandy Garrett, State Superintendent
**Oklahoma State Department of Education**
Health, Safety and Physical Education

February 1999

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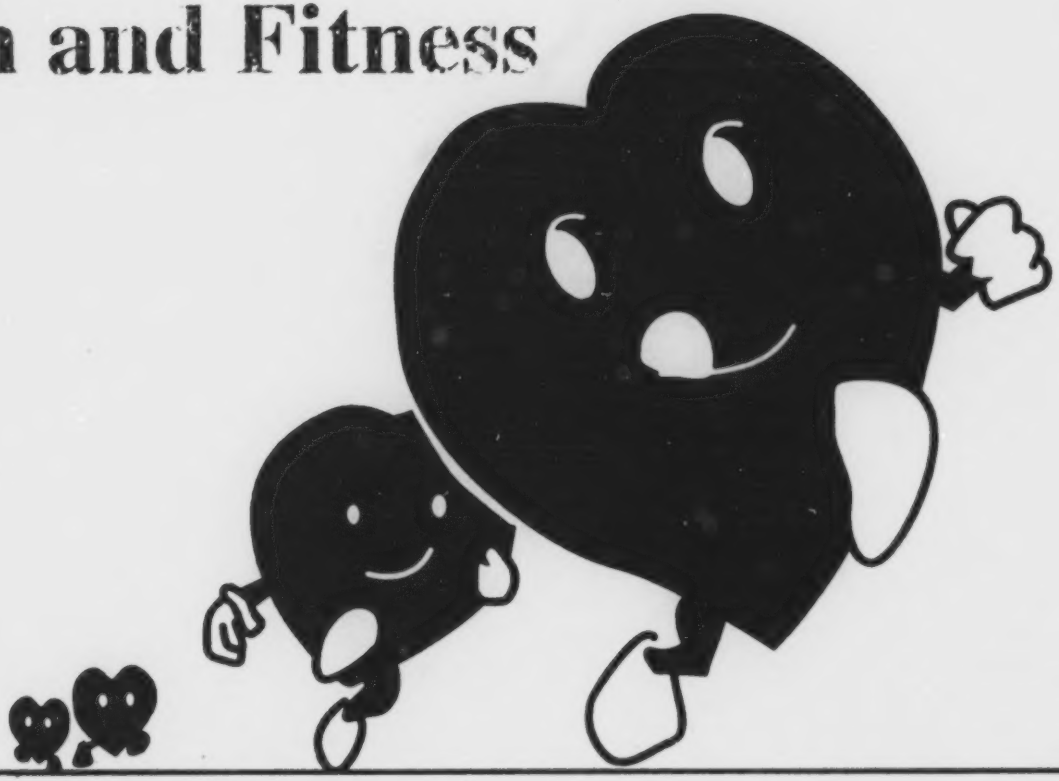
# Lifetime Health and Fitness



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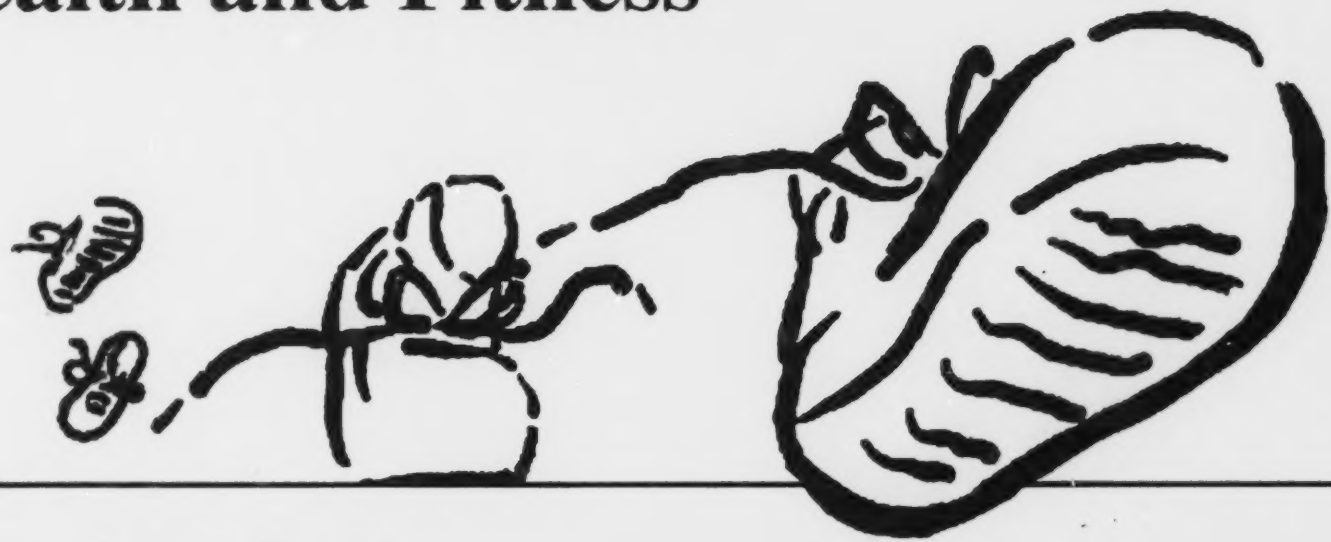

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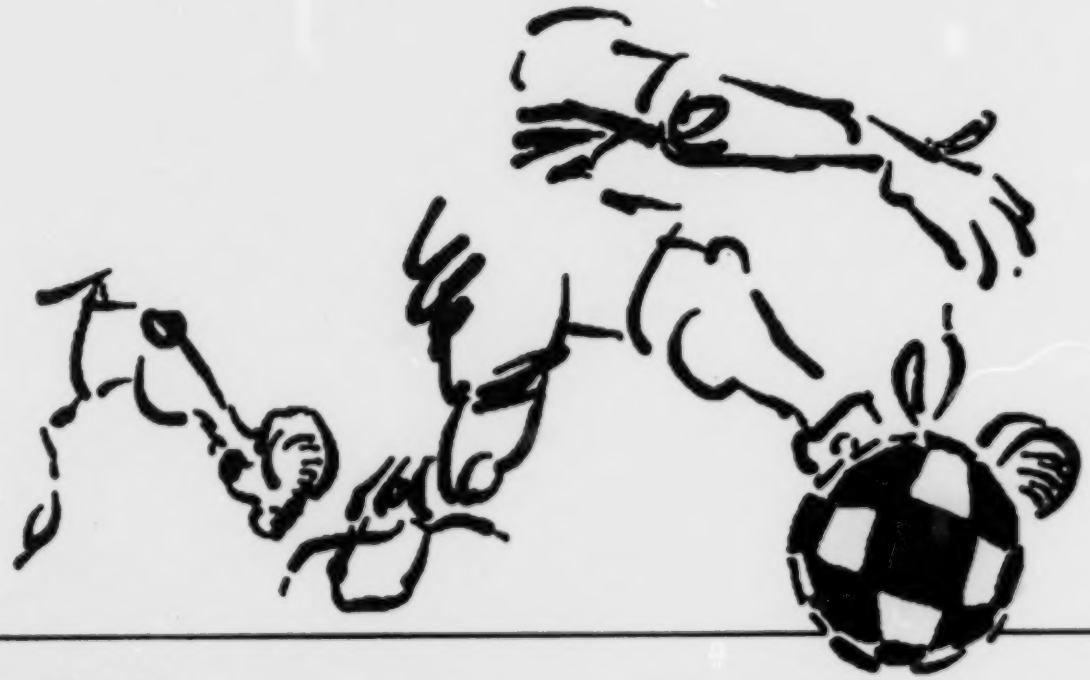

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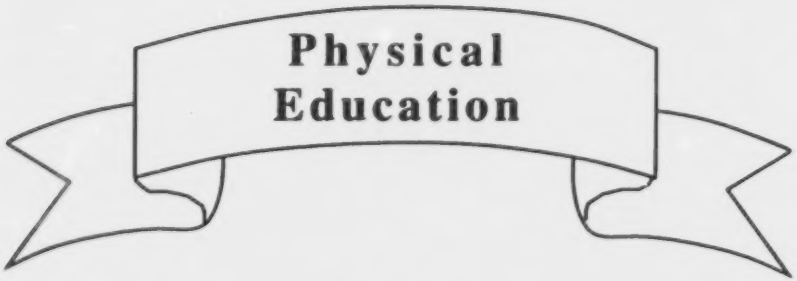
Grades 9-12

# A curriculum for Physical Education




**Sandy Garrett**
**State Superintendent of Public Instruction**
**Oklahoma State Department of Education**

**February 1999**

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# A Message from the State Superintendent of Public Instruction

To prepare Oklahoma students to meet lifetime health and fitness challenges of the twenty-first century, quality physical education programs are essential. The most recent reports of the Surgeon General state that less than one-half of youth aged 12-21 participate in vigorous activity on a regular basis. Students have become less active and as such an increase of cardiovascular and other health-related problems are becoming more prevalent in the elementary years.

The *Lifetime Health and Fitness Curriculum for Physical Education* serves as the catalyst in the development of quality physical education programs that will not only enhance the health and well-being of our students now, but will prepare them to become healthy adults.

This document for Grades Pre-K through 12 provides a foundation of developmentally appropriate practices linked to the *Priority Academic Student Skills (PASS)*, national standards, and benchmarks for each of the following goals:

- Motor Skill and Lifetime Activity
- Health-Enhancing Activity Development
- Personal and Social Skill Development

The implementation of programs promoting lifetime health and fitness will enhance our opportunity for educating the total child in becoming "Fit to Achieve."

Sandy Garrett
State Superintendent

# Lifetime Health and Fitness

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# Preface

As documented in *Physical Activity and Health: A Report of the Surgeon General* (Center for Disease Control (CDC), 1996), daily moderate physical activity improves an individual's health and quality of life. The youth of America generally display a sedentary lifestyle due to the increase in time of watching television, and the use of computers and video games. To promote active lifestyles, schools should provide quality physical education programs daily for students in Grades K-12 taught by physical education specialists.

The overall goal of Oklahoma's *Lifetime Health and Fitness Curriculum for Physical Education* is to promote the health and well-being of each student and guide them toward becoming physically educated and physically active for life. The *Lifetime Health and Fitness Curriculum* was modeled after the *Alabama Course of Study*, (1997) and *Moving Into the Future, National Standards for Physical Education*, (1995). These documents were extremely helpful in the development of the overall framework of this curriculum.

According to the National Association for Sport and Physical Education (NASPE), a physically educated person has learned skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the implications of and benefits from involvement in physical activity, and values physical activity and its contribution to a healthful lifestyle.

The curriculum is based upon statements of what students should know and be able to do at each grade level established by the *Priority Academic Student Skills (PASS)*, the national content standards, and benchmarks (progress toward a standard) categorized under three major goals: Motor Skill and Lifetime Activity Development; Health-Enhancing Physical Activity Development; and Personal and Social Skill Development.

**Motor Skill and Lifetime Activity Development** refers to the basic fundamental movement patterns and lifetime skills that are necessary for participation in a variety of physical activities that will carryover for a lifetime. **Health-Enhancing Activity Development** refers to regular physical activity that improves overall health and well-being. **Personal and Social Skill Development** refers to the value and benefit of participation in physical activity, and interaction with others through cooperation, teamwork, safe practices, respect for others, and adherence to rules and procedures during activity.

The entire curriculum is based upon developmentally appropriate practices in curriculum content and instruction, with a special emphasis on assessment at each grade level, as well as ideas for use of technology in the physical education setting.

The suggested activities and subject integration ideas represent a sample of developmentally appropriate activities aligned with each specific goal at the different grade levels. Many additional activities are available through numerous resources to enhance the overall curriculum content of physical education.

This document represents the framework by which local school districts can develop their curriculum for physical education, and are encouraged to include additional content standards which reflect local philosophies, and add implementation guidelines, resources, and other appropriate developmental activities that enhance the overall *Lifetime Health and Fitness Curriculum*.

Permission granted to model *Alabama Course of Study*, (1997) from the Alabama State Department of Education. Reprinted from *Moving Into the Future, National Standards for Physical Education*, (1995) with permission from the National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191-1599. Reprinting this publication in whole or in part requires permission from the sources. February 1999.

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## Grade 1

It is important to realize many activities and skills can fall under each of the topic headings. A small number have been selected to demonstrate the appropriateness of what is expected at the various age levels. Please note the progression of the skills listed as the child's physical development progresses.

I. The student will travel in different directions and speeds, using a variety of locomotor skills in a group without bumping into others or falling.

The student will:

A. Demonstrate body and spatial awareness while stationary or moving, by changing body shapes and levels and by traveling various shaped paths (e.g., straight, curved, zig-zag).

B. Combine various movement patterns to music, but not necessarily in time.

C. Rol' smoothly in a forward direction.

D. Perform a log roll without hesitating or stopping.

II. The student will be introduced to the five components of fitness, i.e., muscular strength, muscular endurance, flexibility, body composition, and aerobic endurance activities.

The student will:

A. Be introduced to physical activities and their benefits for maintaining fitness and personal well-being.

B. Identify proper and improper stretch exercises.

C. Experience moderate physical activity.

D. Experience vigorous physical activity.

E. Locate heart and lungs and describe their function.

F. Recognize that exercise causes an increase in heart rate.

G. Participate in individual and group fitness activities.

III. The student will participate in a wide variety of activities that involve locomotion, nonlocomotion, and the handling of various objects, at a developmentally appropriate level.

The student will:

A. Move, demonstrating a variety of relationships with objects (e.g., over, under, behind, alongside, through).

B. Jump a swinging rope held by others.

C. Kick a stationary ball without hesitating, or stopping, prior to the kick.

D. Kick a slowly rolling ball.

E. Self-toss a ball and catch it.

F. Demonstrate the difference between an overhand and underhand throw.

G. Be introduced to evasive techniques (e.g., escaping, catching, dodging).

H. Catch an object gently thrown to him/her.

IV. The student will understand the benefits that accompany sportsmanship, cooperation, and following rules.

The student will:

A. Identify appropriate behaviors for participating with others in physical activity.

B. Demonstrate safety skills while participating in physical activity with or without equipment or apparatus.

**Grade 2**

It is important to realize many activities and skills can fall under each of the topic headings. A small number have been selected to demonstrate the appropriateness of what is expected at the various age levels. Please note the progression of the skills listed as the child's physical development progresses. Some areas have been repeated because of the need for emphasizing those skills.

I. The student will travel in different directions, using a variety of locomotor skills in a combination of simple motor patterns (e.g., skip, hop, gallop, slide).

The student will:

A. Demonstrate body and spatial awareness while stationary or moving, by balancing body while in various levels (e.g., jumps, leaps) following desired pathways.

B. Walk forward, backwards, and sideways on a line on the floor.

C. Transfer body weight to the hands (e.g., hand stand, pull up, arm hang).

D. Change speeds and directions in response to a variety of rhythms.

E. Combine various movement patterns to music.

F. Roll in a forward direction without hesitating or stopping.

II. The student will have knowledge of and be able to demonstrate the five components of fitness, i.e., muscular strength, muscular endurance, flexibility, body composition, and aerobic endurance activities.

The student will:

A. Associate physical activities and the benefits for maintaining fitness and personal well-being.

B. Identify proper and improper stretch exercises and will demonstrate proper technique.

C. Experience sustained moderate physical activity.

D. Participate in daily vigorous physical activity.

E. Demonstrate that exercise causes an increase in heart rate.

F. Locate various pulse points.

G. Participate in individual and group fitness activities.

III. The student will participate in a wide variety of activities that involve locomotion, nonlocomotion, and the handling of various objects at a developmentally appropriate level.

The student will:

A. Jump a turned rope held by others and attempt to jump a rope continuously turned by others.

B. Jump a self-turned rope.

C. Run and kick a stationary ball without hesitating or stopping prior to the kick.

D. The student will kick a slowly rolling ball into the air or on the ground using the inside or instep of the foot.

E. Demonstrate the difference between an overhand and underhand throw utilizing the principle of opposition.

F. Catch an object gently thrown to him/her using proper hand position.

G. Strike a ball with a bat from a tee or cone using a correct grip and side orientation.

H. Demonstrate evasive techniques (e.g., escaping, catching, dodging).

IV. The student will understand the benefits that accompany sportsmanship, cooperation, and following rules.

The student will:

A. Practice appropriate behaviors for participating with others in physical activity.

B. Be considerate of others in physical activity settings.

C. Practice safety skills while participating in physical activity with or without equipment or apparatus.

## Grade 3

It is important to realize many activities and skills can fall under each of the topic headings. A small number have been selected to demonstrate the appropriateness of what is expected at the various age levels. Please note the progression of the skills listed as the child's physical development progresses. Some areas have been repeated because of the need for emphasizing those skills.

I. The student will travel in different directions using a variety of locomotor skills in a combination of simple rhythmic patterns.

The student will:

A. Demonstrate body and spatial awareness while stationary or moving.

B. Combine intermediate movement patterns to music.

C. Change speeds and directions, in time, to a variety of rhythms.

D. Demonstrate different locomotor skills on a low elevated surface.

E. Move while taking the body weight on the hands (e.g., mule kick, cartwheel, wheel-barrow).

F. Perform a roll in a forward direction without hesitating or stopping for two consecutive rolls.

II. The student will have knowledge of and be able to perform the five components of fitness, i.e., muscular strength, muscular endurance, flexibility, body composition, and aerobic endurance activities.

The student will:

A. Demonstrate physical activities and the benefits for maintaining fitness and personal well-being.

B. Identify proper and improper stretch exercises and demonstrate proper technique.

C. Sustain moderate physical activity.

D. Participate daily in vigorous physical activity.

E. Locate and name some of the various pulse points.

F. Participate in individual and group fitness activities.

III. The student will participate in a wide variety of activities that involve locomotion, nonlocomotion, and the handling of various objects at a developmentally appropriate level.

The student will:

A. Enter and/or exit a turned rope held by others.

B. Continuously jump a swinging rope held by others.

C. Jump a self-turned rope utilizing basic jump rope skills.

D. Kick a rolling ball using the inside or instep of the foot.

E. Dribble and/or strike a ball towards a target by using various parts of the body.

F. Demonstrate the difference between an overhand and underhand throw utilizing the principle of opposition with accuracy and control.

G. Catch an object gently thrown to him/her from various distances using proper hand position.

H. Consistently strike a ball with a bat from a tee or cone using a correct grip and side orientation.

I. Demonstrate evasive techniques (e.g., escaping, catching, dodging).

IV. The student will understand the benefits that accompany sportsmanship, cooperation, and following rules.

The student will:

A. Practice and distinguish between appropriate and inappropriate behaviors for participating with others in physical activity.

B. Be considerate of others in physical activity settings.

C. Practice safety while participating in physical activity with or without equipment or apparatus.

## Grade 4

It is important to realize many activities and skills can fall under each of the topic headings. A small number have been selected to demonstrate the appropriateness of what is expected at the various age levels. Please note the progression of the skills listed as the child's physical development progresses. Some areas have been repeated because of the need for emphasizing those skills.

I. The student will perform various intermediate locomotor and nonlocomotor skills in a combination of rhythmic activities.

The student will:

A. Participate in intermediate rhythmic activities involving physical movement with or without music.

B. Balance safely on a variety of objects (e.g., balance beams, benches).

C. Transfer weight from feet to hands at fast and slow speeds (e.g., mule kick, handstand, cartwheel).

D. Perform basic tumbling skills using proper form.

E. Recognize and participate in games and rhythms of various cultures.

II. The student will have knowledge of and be able to perform the five components of fitness, i.e., muscular strength, muscular endurance, flexibility, body composition, and aerobic endurance activities.

The student will:

A. Describe and participate in physical activity associated with healthy lifelong skills.

B. Participate in aerobic activity for a specified time.

C. Learn to monitor heart rate.

D. Support, lift, and control body weight in a variety of activities while practicing appropriate body alignment.

E. Regularly participate in activities for the purpose of improving fitness and physical skills.

III. The student will participate in a wide variety of activities that involve locomotion, nonlocomotion, and the handling of various objects at a developmentally appropriate level.

The student will:

A. Demonstrate intermediate jump rope skills.

B. Jump and land, throw, catch, and kick using proper techniques.

C. Hand dribble and foot dribble a ball while participating in an organized group activity.

D. Strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target and swing plane.

E. Strike a softly thrown, lightweight ball back to a partner using the head, trunk and/or limbs in various combinations (e.g., the pass or volley as in volleyball, the thigh in soccer).

F. Escape, catch or dodge an individual or object while moving.

G. Be introduced to survival skills concerned with being in, on, and around the water.

H. Be introduced to equipment used in a variety of activities.

I. Be introduced to lifetime outdoor activities available in the community.

IV. The student will practice sportsmanship rules and safety factors of organized activities.

The student will:

A. Practice and distinguish between appropriate and inappropriate behaviors for participating with others in physical activity.

B. Be considerate of others in physical activity settings.

C. Identify equipment used and safety precautions necessary for participation in a variety of activities.

## Grade 5

It is important to realize many activities and skills can fall under each of the topic headings. A small number have been selected to demonstrate the appropriateness of what is expected at the various age levels. Please note the progression of the skills listed as the child's physical development progresses. Some areas have been repeated because of the need for emphasizing those skills.

I. The student will perform various intermediate/advanced locomotor and nonlocomotor skills in a combination of rhythmic activities.

The student will:

A. Participate in advanced intermediate rhythmic activities involving physical movement with or without music.

B. Balance with control on a variety of moving objects (e.g., balance boards, scooters, skates, bicycles).

C. Transfer weight from feet to hands at fast and slow speeds using large extensions (e.g., handstand, cartwheel, round off).

D. Perform basic tumbling skills using proper form and technique.

E. Identify and participate in games and rhythms of various cultures.

II. The student will identify and demonstrate the five components of fitness, i.e., muscular strength, muscular endurance, flexibility, body composition, and aerobic endurance activities.

The student will:

A. Describe and participate in physical activity associated with healthy lifetime skills.

B. Regularly participate in activities for the purpose of improving fitness and physical skills.

C. Participate in aerobic activity for a specified time.

D. Support, lift, and control body weight in a variety of activities while practicing appropriate body alignment.

E. Monitor heart rate before and after activities.

III. The student will participate in a wide variety of activities that involve locomotion, nonlocomotion, and the handling of various objects at a developmentally appropriate level.

The student will:

A. Demonstrate intermediate/advanced jump rope skills.

B. Hand dribble and foot dribble a ball while participating in an organized group activity.

C. Jump and land, throw, catch and kick, practicing coordinated patterns using proper techniques.

D. Strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target and swing plane while attempting to land a ball in a large designated area.

E. Strike a softly thrown, lightweight ball back to a partner using head, trunk or limbs in combination patterns (e.g., the pass or volley as in volleyball, the thigh in soccer).

F. Escape, catch, or dodge an individual or object while moving at various speeds.

G. Identify survival skills concerned with being in, on, and around the water.

H. Select and categorize equipment used for participation in a variety of activities.

I. Be introduced to lifetime outdoor activities available in the state.

IV. The student will practice sportsmanship, rules, and safety factors of sports and games.

The student will:

A. Practice and distinguish between appropriate and inappropriate behaviors for participating with others in physical activity.

B. Be considerate of others in physical activity.

C. Identify equipment used and safety precautions necessary for participation in a variety of activities.

**Grades 6 - 7**

It is important to realize many activities and skills can fall under each of the topic headings. A small number have been selected to demonstrate the appropriateness of what is expected at the various age levels. Please note the progression of the skills listed as the child's physical development progresses. Some areas have been repeated because of the need for emphasizing those skills.

I. The student will perform various intermediate/advanced locomotor and nonlocomotor skills in a combination of rhythmic activities.

The student will:

A. Perform a variety of multicultural and creative movements.

B. Execute smooth sequences that combine traveling, rolling, jumping, balancing, and weight transfer with intentional change in direction, speed and flow.

II. The student will recognize the importance of and demonstrate health-related fitness components, i.e., cardiovascular endurance, flexibility, muscular strength and endurance, and body composition.

The student will:

A. Recognize the components of a fitness program.

B. Identify proper warm-up, conditioning, and cool-down techniques and the reasons for them.

C. Identify benefits of participation in different forms of physical activities.

D. Monitor heart rate before, during, and after activity.

III. The student will demonstrate a wide variety of activities that involve locomotion, nonlocomotion, and the handling of various objects at a developmentally appropriate level.

The student will:

A. Design and refine a routine combining various jump rope movements to music.

B. Consistently throw, catch, hand and foot dribble a ball while guarded by opponents.

C. Throw a variety of objects demonstrating both accuracy and distance (e.g., saucer-shaped disks, deck tennis rings, footballs).

D. Consistently strike a ball so that it travels in an intended direction and height using a bat.

E. Use basic skills in modified net games (e.g., tennis, volleyball, badminton) and invasive games (teams moving into the opponents territory, e.g., soccer, basketball).

F. Consistently strike a ball to a wall or a partner with a paddle/racket using both forehand and backhand strokes.

G. Volley an object in a small group, without catching it (e.g., balloon, ball, foot bag).

IV. The student will apply appropriate safety rules and precautions inherent to physical education.

The student will:

A. Design and play small group games that involve cooperating with others.

B. Apply rules and etiquette in physical activities.

C. Participate with and show respect for persons of like and different skill levels.

D. Respect physical and mental limitations of self and others.

E. Accept and respect the decisions made by game officials, whether they are fellow students, teachers or volunteers.

**Grades 8 - 9**

It is important to realize many activities and skills can fall under each of the topic headings. A small number have been selected to demonstrate the appropriateness of what is expected at the various age levels. Please note the progression of the skills listed as the child's physical development progresses. Some areas have been repeated because of the need for emphasizing those skills.

I. The student will design and perform rhythmic activities involving physical movement with or without music, encompassing a variety of multicultural forms of movement and/or manipulative objects (e.g., tinkling, jump rope, creative movement).

The student will:

A. Design smooth sequences demonstrating traveling, jumping, rolling, balancing, and weight transfer with intentional changes in direction, speed, and flow.

B. Design sequences demonstrating rhythmic movement incorporating the manipulation of objects.

II. The student will continue to recognize the importance of and demonstrate the five health-related fitness components, i.e., muscular strength and endurance, flexibility, cardiorespiratory endurance and body composition.

The student will:

A. Describe principles of training and conditioning for specific activities.

B. Correctly demonstrate various weight-training techniques.

C. Analyze and categorize activities and exercises according to potential fitness benefits.

D. Evaluate the roles of exercise and other factors in weight control.

E. Design and participate in an individualized fitness program.

F. Evaluate the time and effort needed to be given to practice if skill improvement and fitness benefits are to be realized.

G. Identify long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.

III. The student will continue to demonstrate locomotor, nonlocomotor, and manipulative skills at the appropriate level.

The student will:

A. Design and play small group games that involve cooperating with others using basic offensive and defensive strategies.

B. Combine skills competently to participate in modified versions of team and individual sports.

C. Use and analyze offensive and defensive strategies in physical education games and activities.

D. Explore introductory outdoor activities (e.g., orienteering, hiking, cycling).

IV. The student will apply rules and etiquette in physical activities.

The student will:

A. Demonstrate appropriate conduct as an individual and as part of a group.

B. Apply appropriate safety rules and precautions inherent to physical education

C. Participate with and show respect for persons of like and different skill levels.

D. Respect physical and mental limitations of self and others.

E. Accept and respect the decisions made by game officials, whether they are fellow students, teachers or volunteers.

**Grades 10 - 12**

I. The student will self-test personal fitness status related to cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition.

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The student will:

A. Use results of fitness assessments to guide changes in his/her personal program of physical activity.

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B. Contrast health-related components with skill-related components of physical fitness.

C. Plan a lifetime physical fitness program.

D. Evaluate risks and safety factors that may effect physical activity preferences throughout his/her adult life.

E. Use biomechanical concepts and principles to analyze and improve performance of self and others.

F. Identify the effects (e.g., physical fitness level, climatic conditions) of age, gender, race, ethnicity, socioeconomic standing, and culture upon physical activity preferences and participation.

G. Critically evaluate claims and advertisements made about commercial products and programs in the fitness and sports field.

II. The student will know the implication of and the benefits from involvement in physical activities.

The student will:

A. Discuss the historical roles of games, sports, and dance in the cultural life of a given population.

B. Participate in a variety of games, sports, and rhythmic activities representing various multicultural backgrounds.

C. Demonstrate developmentally appropriate skills in one physical activity from three of the following categories: aquatics, combatives, rhythms, individual and team activities, sports, and outdoor pursuits.

D. Compare and contrast offensive and defensive patterns in sports.

E. Categorize activities that can be pursued in the local community according to their benefits and participation requirements.

F. Identify the importance of respecting the natural environment while participating in physical activity.

G. Analyze time, cost, and accessibility factors related to regular participation in physical activities.

# National Standards

## National Association for Sport and Physical Education (NASPE 1995)

1. Demonstrates competency in many movement forms and proficiency in a few forms.

2. Applies movement concepts and principles to learning and development of motor skills.

3. Exhibits a physically active lifestyle.

4. Achieves and maintains a health-enhancing level of physical fitness.

5. Demonstrates responsible personal and social behavior in physical activity settings.

6. Demonstrates understanding and respect for differences among people in activity settings.

7. Understands that physical activity provides opportunity for enjoyment, challenge, self-expression, and social interaction.

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## a curriculum for PHYSICAL EDUCATION

Instruction in physical education for Pre K-2 will be the foundation which contributes to the students success for becoming a physically educated person. The primary focus at this level will be **motor skill development and movement concepts** utilizing developmentally appropriate activities. Instruction will include opportunities for the child to explore, create, discover, analyze, communicate, and interact with the environment. Health concepts and health-enhancing enjoyable activities will help to mold positive attitudes toward physical activity at this early age. Opportunities to participate in moderate to vigorous activity will be emphasized within short time intervals. Personal and social skills will be enhanced through participation in interaction with others, adherence to rules, respect for others, fair play, sharing, self-awareness, self-esteem, and attitudes of positive behavior.

Program goals are divided into three categories: **Motor Skill and Lifetime Activity Development; Health-Enhancing Activity Development; and Personal and Social Skill Development.** Each of these categories will be emphasized with more emphasis placed upon motor skill development. The curriculum will follow the ***Priority Academic Student Skills (PASS)***, include the National Standards for Physical Education from the **National Association for Sport and Physical Education (NASPE)**, and provide **Benchmarks** for the standards at each grade level.

The focus on fundamental movement skills and related concepts will pave the road for student success in becoming a physically educated person.

A physically educated person as identified by NASPE is one who:

**HAS LEARNED** skills necessary to perform a variety of physical activities
**IS** physically fit.
**PARTICIPATES** regularly in physical activity.
**KNOWS** the implications of and benefits from involvement in physical activity.
**VALUES** physical activity and its contribution to a healthful lifestyle.

A good strong foundation of values, attitudes, knowledge, and basic skills toward becoming a physically educated person begins at this very important age level.

- **MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT**

Motor skill and lifetime activity development refers to the fundamental movement patterns that are necessary to perform a variety of physical activities that will carryover into adulthood for a physically active lifestyle.

- **HEALTH-ENHANCING ACTIVITY DEVELOPMENT**

Health-enhancing activity refers to regular physical activity that results in substantial improvement in health and well being. The intent of health-enhancing activity as a curriculum goal is to establish patterns of regular participation in meaningful physical activity.

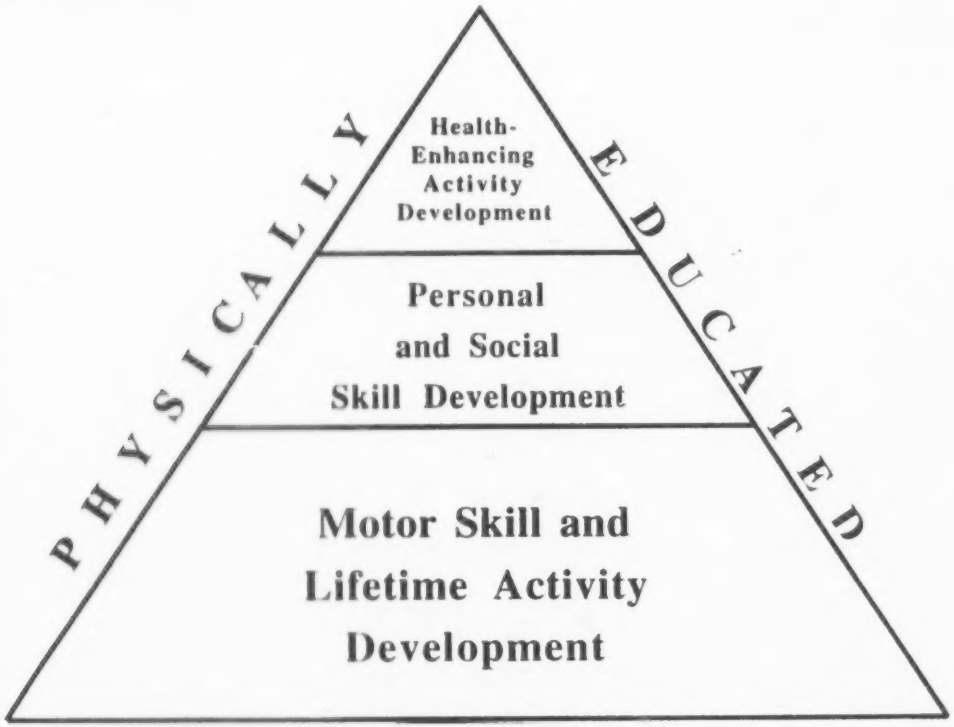
Health-related fitness components include: **cardiovascular endurance; muscular strength and endurance; flexibility; and body composition.** Emphasis is placed on the attainment of a fitness level that allows effective and efficient functioning in school, work, and leisure time. It is important that the knowledge base and principles of fitness are applied in developing and maintaining total fitness in the pursuit of a healthy lifestyle.

- **PERSONAL AND SOCIAL SKILL DEVELOPMENT**

Personal and social skill development refers to cooperation, teamwork, etiquette and ethical behavior during participation in physical activity. Character traits will be addressed and developed throughout the curriculum. Those traits include: sportsmanship, loyalty, cooperation, compassion, diligence, self-respect, self-control, courtesy, honesty, fairness, and respect for others.

## THE CONCEPTUAL FRAMEWORK

The overall program of physical education for Pre K-2 is to provide the foundation for each student's success in becoming a physically educated person for a lifetime. The curriculum goals are organized around *PASS* and include the National Standards for Physical Education from the National Association of Sport and Physical Educatioin (NASPE). The three curriculum goals serve as guidelines for the content of developmentally appropriate activities for each grade level. The pyramid below divides the goals for the appropriate emphasis in Grades Pre K-2.



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### Program Recommendations

Preschoolers are significantly different from their elementary counterparts in all domains, and because the early years so strongly influence a child's future development, educating the whole child becomes an awesome and exciting opportunity for teachers. (Pica 1996).

It is recommended that the preschool class be no longer than thirty minutes in length and have no more than 12-14 children in a class at one time. Children at this age level are best taught when the activities presented are changed frequently. For example, during a 30 minute class period, children might participate in four or five different activities with each activity lasting five to six minutes in length. These activities would then be repeated several times throughout the year. Whatever the structure, the key to being successful in teaching preschool is to provide a number of developmentally appropriate activities during each class and then to repeat those activities frequently during the school year. (Sanders, 1996).

## Stages of Development

There are predictable stages of development for children within curriculum areas. Just as with the characteristics of development, children will go through these stages at different times. It is highly unlikely that all children in the same classroom will be at the same stage of development. Being familiar with these stages assists the teacher in knowing where the child is, how to support and reinforce that stage of learning and what to expect next.

### Developmental Stages of Play

Mildred Parton described the following stages in 1932. They are still useful today.

- **Unoccupied Play**
  The child wanders and watches.
- **Onlooker**
  The child watches others play, asks questions, and makes suggestions, but does not participate.
- **Solitary Play**
  The child plays alone with toys different from the other children. There is no attempt at verbal communication with other children. The child's attention is on his or her own activity.
- **Parallel Play**
  The child plays near another child and may play with the same objects but does not interact.
- **Associative Play**
  The child plays with others, is engaged in activities, and may exclude some children, but rarely negotiates about the direction the play takes.
- **Cooperative Play**
  The child organizes the play, assigning roles, and negotiating turns.

## Characteristics of Development — Age 3 to 4

### LANGUAGE DEVELOPMENT

**Receptive Language**
- Begins to understand sentences, involving time concepts (past, present)
- Understands relationships expressed by if. . . then. . . or because. . . sentences
- Follows a two-step direction
- Understands whether or not the child is a boy or girl
- Understands prepositions (on, under, in)
- Can listen to a story ten minutes in length

**Expressive Language**
- Will have a speaking vocabulary of 900 to 1000 words
- Talks in four-to six-word sentences
- Tells action in picture
- Says full name
- Uses compound sentences
- Can tell how common objects are used, e.g., "people sit in chairs"
- Uses "s" on nouns to indicate plurals
- Uses "ed" on verbs to indicate past tense
- Refers to self using "I" and "me"
- Talks to self in monologues
- Can relate two events



### COGNITIVE DEVELOPMENT

- Knows own age; will show number of fingers before telling you
- Has short attention span
- Intentionally stacks blocks or rings in order of size
- Draws somewhat recognizable picture that has meaning to child, if not to adult; can tell the adult about it.
- Asks "how" and "why" questions; requires simple answers
- Repeats three numbers in order
- Recognizes and matches six colors
- Can identify and name circle, square, and triangle

### PSYCHOMOTOR DEVELOPMENT

**Gross Motor**
- Runs around obstacles
- Walks on a line
- Pedals a tricycle
- Hops on one foot with adult holding one hand
- Walks up and down stairs alternating feet, using a handrail
- Uses slide without assistance
- Throws a ball with direction
- Catches large ball bounced to him or her
- Walks on tiptoe
- Sits with feet crossed at ankles
- Jumps from height of ten inches
- Turns a somersault with help
- Walks a balance beam while holding adult hand

**Fine Motor**
- Builds three-block bridge
- Builds a tower of nine small blocks
- Copies circle and cross
- Buttons and unbuttons large buttons
- Cuts with blunt scissors
- Drives nail and pegs
- Manipulates clay materials (e.g., rolls, balls, snakes, cookies)
- Enjoys easel painting
- Holds a crayon with fingers
- Uses paste
- Works puzzles with as many as seven pieces
- Can copy simple capital letters, like L, M, N, and O

### AFFECTIVE DEVELOPMENT

**Social Emotional**
- Cleans up spills
- Washes and dries hands
- Uses toilet independently
- Answers telephone
- Joins in play with other children
- Beginning to share and take turns
- Begins dramatic play, acting out whole scenes
- Enjoys talking to friends, children, and adults
- Plays alone for short periods of time
- Lack of ability to sympathize with others
- Forgets hurts quickly
- Needs reassurance from adults
- Has imaginary playmates
- Learns by observing and imitating adults and by adult instruction and explanation

# Characteristics of Development

**Age 4 to 5**

## LANGUAGE DEVELOPMENT

### Receptive Language

- Follows three unrelated commands in proper order
- Understands comparatives like pretty, prettier, prettiest
- Listens to long stories, but often misinterprets the facts
- Incorporates verbal directions into play activities
- Learns to distinguish between fact and fantasy

### Expressive Language

- Tells tall tales, brags and compliments himself
- Tattles, calls names, makes excuses
- Asks when, how, and why
- Talks about causality by using because and so
- Plays with words (creates own rhyming words)
- Participates in reciprocal conversation
- Enjoys singing silly songs
- Enjoys playing with words and making up new and funny words
- Enjoys extremes in their voices

## COGNITIVE DEVELOPMENT

- Imaginative
- Interested in what is real and unreal
- Points to and names four to six colors
- Matches pictures of familiar objects
- Draws a person with two to six recognizable parts
- Pretends to write letters and read books
- Draws, names, and describes picture
- Counts and touches four or more objects
- Knows home address and age
- Has a longer attention span
- Learns through observing, listening, and exploration
- Is easily distracted
- Has increased understanding the concepts of function, time, (past, present, future), part/whole relationships
- "Reads" pictures and likes detailed illustrations
- Likes to finish activities
- Interested in death
- Can tell likenesses and differences in three out of six pictures
- Difficulty comprehending abstract concepts or things not seen

## PSYCHOMOTOR DEVELOPMENT

### Gross Motor

- Participates in all kinds of circle games
- Walks up and down stairs (unassisted) alternating feet
- Walks backward toe-heel
- Turns somersaults
- Jumps forward without falling
- Climbs ladder
- Gallops to music
- Bounces large ball
- Enjoys dancing and moving to music
- Runs on tiptoe
- May skip with one foot
- Turns a somersault without help

### Fine Motor

- Copies crosses and squares
- Cuts on line continuously
- Prints a few capital letters
- Builds a tower of ten or more blocks
- Draws man with two parts
- Adds three parts to incomplete man
- Folds and creases paper three times
- Draws and paints recognizable shapes
- Puts on shoes and socks
- Laces shoes but needs help tying shoes
- Dresses self except for back openings (manages belt buckle, zipper)
- Strings small beads
- Pours juice from small pitcher

## AFFECTIVE DEVELOPMENT

### Social Emotional

- Enjoys feeling important and useful
- Enjoys adventure, field trips and new experiences
- Likes to set and clear off table
- Cleans up spills without help
- Impatient in large groups
- Plays and interacts with other children
- Can talk well on telephone
- Plays well with two or three children
- Can cooperate and take turns
- Plays dress-up
- Shows interest in sex differences
- Sometimes fears monsters or other fantasies
- Has nightmares
- Likes being funny
- Can have feelings of jealously at times
- Generally polite

## Motor Skill and Lifetime Activity Development — Early Childhood

### * Priority Academic Student Skills (PASS)

I. The student will demonstrate locomotor movements.

II. The student will demonstrate nonlocomotor movements.

III. The student will project objects through space (e.g., rolling, throwing, sliding).

IV. The student will maintain balance in a variety of static and dynamic positions.

### National Standards

1. A physically educated person demonstrates competency in many movement forms and proficiency in a few movement forms.

2. A physically educated person applies movement concepts and principles to the learning and development of motor skills.

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* Denotes (PASS)

| * | Sample Benchmarks |
|---|---|
| | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| I. | A. Demonstrate ability to move in various locomotor patterns. |
| III. | B. Project objects through space. |
| IV. | C. Balance in a variety of positions. |
| I. II. | D. Identify body parts. |
| | E. Respond to movement challenges. |
| | F. Understand spatial qualities and movement concepts. |

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| Motor Skill and Lifetime Activity Development | Early Childhood |
|---|---|
| | **Suggested Activities** |
| **Finding Your Spot** | **Personal Space and Locomotor Skills.** Children are in scattered formation at their home base. Teacher cues: "You may sit or stand on your spot. Give it your name. Write it with your finger (or other body part) on the floor. Be aware of who is on your right, left, in back of you and in front of you. Are you in an open space? One at a time call out your place with your name." Have children move to different locomotor movements - walk to another place in the room (without touching anyone.) Skip back to your home. Continue with other locomotor movements, varying with slow, quick, high, smooth, low, and so on.<br><br>**Body Awareness and Static Stability (Nonlocomotor Skills).** Children are in scattered formation at their home base. Teacher cues: "Can you balance on six body parts? I see Beth balancing on her seat, two feet, two hands and one elbow. Very good, Beth." Continue with these cues working down to balancing on one body part. Other challenges for body awareness - Can you balance on three body parts without using your feet? Can you balance on two body parts and use only one foot? Can you balance on four body parts and not use your hands?<br><br>**Body Awareness and Dynamic Stability (Nonlocomotor Skills).** Children are in scattered formation. Teacher cues: "Can you walk to the wall across the room, touch three body parts to the wall and gallop back to your personal space? I like how Zach used his two elbows and his back to touch the wall. How many of you came back home without bumping into your friend? That's wonderful! Can you slide to a corner line, touch your forehead softly to the corner and skip back home? Can you find three different ways to balance on four body parts? On three body parts? On two body parts? On one body part?" The opportunities are unlimited - based upon the developmental levels of each child in a preschool class. Ask the children if they have any challenges. |
| **Manipulative Yarn Challenges** | Give student a piece of yarn (18" - 36" long), allowing the children some time to explore with the yarn. Teacher cues: "Can you tight walk along your yarn? Lay your yarn straight on the floor. How many body parts can touch your yarn line? Pretend that your yarn is a creek. Can you make a bridge over your creek? Can you leap across the creek? Can you jump and turn before landing on the other side of your creek? Can you jump across the creek? Using your yarn, can you make a letter in your name? Can you make a letter in my name? Using your yarn and you, can you make a letter in your friend's name? Can you make a circle with your yarn? A square? A triangle? Using your yarn and you, can you make a rectangle?" Have these shapes visible in the room to assist the children as they make these designs. Can you find three ways to cross your creek? |

## Subject Integration

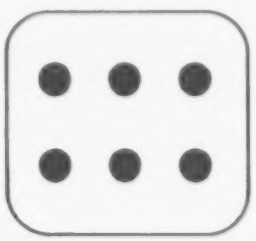
**Language Arts**

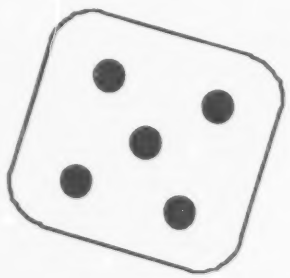
Letter identification by forming shapes of letters with their yarn strings.

**Dice Action** - Materials: A color die or a plastic photo cube with squares of different colored construction paper inserted. Preparation: Prepare a color die, if necessary. Have the children sit in a circle. Let one child roll the die and name the color that comes up. Next, have the child call out an action such as "turn around in a circle!" or "make a funny face!" Then have everyone who is wearing the color named do the action. For example, if the color blue comes up on the die, the child might say "everyone wearing blue, hop on one foot!" Let the children take turns rolling the die and calling out new actions. Variation: Cut out pictures of animals and insert them in a photo cube to make an animal die. Let one child roll the die and have the other children pretend to be the animal that comes up.

**Math**

Shapes - using your yarn and your body, making different shapes, counting the ways of balancing and moving.





# Motor Development — Age 3

Children develop according to their unique timetable, yet some milestones of motor development take place by certain ages. By the time they are five, preschoolers are executing most, if not all of the basic locomotor and nonlocomotor skills, a number of manipulative activities and some gymnastic skills. When working with a mixed age group it is especially important to be aware of their capabilities and limitations. Knowing the developmental stages of students allows you to plan challenges that are appropriate for the child to experience success.

The following assessment chart represents the Milestones in Motor Development (Pica, 1996). The following checklist is to assist and guide teachers in observing and recording what children can do.

## THREE-YEAR-OLD DEVELOPMENTAL ASSESSMENT CHECKLIST √

Child _____ Date of Birth _____ Teacher _____ School _____

| | | |
|---|---|---|
| **RATING SCALE** | **Not Yet** | Child cannot demonstrate skill or behavior at this time. |
| | **In Progress** | Child demonstrates skill or behavior intermittently. |
| | **Regularly** | Child can demonstrate skill or behavior consistently. |

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Run on tiptoes | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Throw ball without losing balance and can throw underhand | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Gallop | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

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*Note: If skill has not been introduced yet, write nonapplicable (NA) in the box.*

## Motor Development — Age 3

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Hop briefly | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Use hands and feet simultaneously, for example, stamping feet while clapping | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Catch a large bouncing ball with both arms extended | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Jump to floor from approximately 12 inches | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

Comments: _____

_____

_____

_____

_____

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## Motor Development

Age 4

### FOUR-YEAR-OLD DEVELOPMENTAL ASSESSMENT CHECKLIST √

Child _____ Date of Birth _____ Teacher _____ School _____

| RATING SCALE | | |
|---|---|---|
| | **Not Yet** | Child cannot demonstrate skill or behavior at this time. |
| | **In Progress** | Child demonstrates skill or behavior intermittently. |
| | **Regularly** | Child can demonstrate skill or behavior consistently. |

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Start, stop and turn, and move easily around obstacles and others | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Hop on non dominant foot | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Jump over objects five to six inches high | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Cross feet over midline of body | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Bounce and catch a ball | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • May skip on one side only | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

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# Motor Development

Age 5

## FIVE-YEAR-OLD DEVELOPMENTAL ASSESSMENT CHECKLIST √

Child _____ Date of Birth _____ Teacher _____ School _____

| RATING SCALE | | |
|---|---|---|
| | **Not Yet** | Child cannot demonstrate skill or behavior at this time. |
| | **In Progress** | Child demonstrates skill or behavior intermittently. |
| | **Regularly** | Child can demonstrate skill or behavior consistently. |

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Slide | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Skip using alternate feet | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Catch a thrown ball, though not always successful | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Balance on either foot | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Shift body weight to throw (steps out with foot opposite throwing hand) | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Execute simple dance steps | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Kick a rolling ball | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

## Health-Enhancing Physical Activity Development — Early Childhood

| * Priority Academic Student Skills (PASS) | * | Sample Benchmarks |
|---|---|---|
| I. Participates in moderate to vigorous physical activity. | | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| II. Recognizes the importance of good health habits. | | |
| III. Demonstrates good personal hygiene. | I. | Participate in vigorous play periodically throughout the day. |
| IV. Identifies likes and dislikes in participation in physical activity. | IV. | Participate in health-enhancing physical activity. |
| | III. | Attend to personal hygiene |
| **National Standards** | II. | Understand the basic needs of health, e.g., good nutrition, dental care, exercise and rest. |
| 3. A physically educated person exhibits a physically active lifestyle. | | |
| 4. A physically educated person achieves and maintains a health-enhancing level of physical fitness. | | |

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* Denotes (PASS)

| | Suggested Activities |
|---|---|
| **A-B-C-D Foods** | Teacher and class have access to a food pyramid and have daily discussions regarding the five-a-day fruits and vegetables. Parachute play activities: ripples and waves, umbrella meet in the middle, bubble squash, and jogging around the parachute. Parachute panels are divided into the letters A-B-C-D. Call on children to give each letter a food name (i.e., A - Apples, B - Bananas, C - Carrots, and D - Donuts). Have the children participate in parachute play activities using the names of the various food selections. |
| **What's On Your Plate?** | Parachute play using the skills of ripples and waves and popcorn movements; teacher adds different foods; pieces of equipment to the serving plate (parachute). Children try to pop off the bad foods and keep the good foods on the parachute, e.g., donuts, apples, carrots, bananas, spaghetti. Equipment such as soft balls, yarn balls, koosh balls, paper wads make wonderful food choices. |
| **Food Sculptures** | Scatter formation. Each child has a personal space. Ask the children to make their bodies into the shape of... "an apple... a pear... a banana... a carrot." "Can you move and still stay in your body shape of a carrot? Of an apple? Of a banana?" Continue to ask questions of the children... "Can you make your body into a slice of pizza?" |
| **Meet Me in My Chamber (Heart Study)** | Set up room to have four learning centers large enough that children can move slowly and/or quickly throughout each center. In class discussion, children have learned about the four chambers of the heart. The children are the blood and are asked to move in one direction moving from chamber to chamber. Challenge the children by telling them the names of the chambers - beginning with the upper chambers and the lower chambers. You may even go as far as writing out the names of the chambers and putting them in each room (left and right atriums, left and right ventricles.) Lead the children on a blood flow walk through these four chambers. When they get to each chamber, tell them about what that chamber does. Atrium "tired blood" returns to the heart needing oxygen, ventricles - pumping stations. Ventricles are the pumping stations and the left atrium sends the blood out to the body. The emphasis in this lesson is that blood flows in one direction only in the body and that blood goes through different chambers of the heart. |

## Subject Integration

**Art** Have children draw and color some of their favorite foods beginning with the letters A - B -C - D.

**Language Arts** Letter identification by forming shapes of letters of the food choices.

**Math** Counting the four chambers of the heart when moving; counting the food that is put on the plate (parachute) and the food that is removed from the plate (parachute).

**Science** Learning about the human body - how blood moves in our bodies.

| | Suggested Activities |
|---|---|
| **Moving Through Space Constructively** | Teacher cues: "Using the entire room, let's see if you can move through the space without touching each other. Good! Let's move faster, and faster. **Freeze!** Very good! Now let's move in slow motion. Can you move very slowly without touching each other? Very good. We will now make the space we are moving in smaller. Let's see if you can move quickly in this smaller space without touching each other. Very good! Can you go even faster? **Freeze!** Now again in slow motion. Very good!" |
| **Letter Sculpting - Scribbling** | Teacher cues: "Use your whole body as if it were a crayon. You are going to use the entire space as if it were a drawing paper. I want you to scribble all over the paper." Make little scribbles and big scribbles. Use the whole space. Use little space. Children enjoy helping with straightening or rounding each other's bodies for the different letters. |
| **Create a Group Letter Sculpture** | Choose someone's name, e.g., "Beth." First child, shape a 'B' with your body. Second child, attach to 'B' while shaping an 'E'. Third child, attach to one or both partners and shape a 'T'. Last person, attach to any of the letters from any direction and shape an 'H'. |
| **Rubber Bands** | Teacher cues: "Find a partner, hold hands or wrists. Stretch each other in all directions slowly and carefully as if you were made of elastic. Showing children rubber band examples is most helpful in the beginning. Have fun creating many different shapes and give each other a good stretch. |
| | **Subject Integration** |
| **Language Arts** | Letter identification by forming shapes of letters together with their bodies e.g., by twos, threes, fours, etc. |
| **Drama** | Play a variety of music and ask the children to move around the room. Creative play forming shapes of objects, etc. |

## Social Skill Development — Age 4

### FOUR-YEAR-OLD DEVELOPMENTAL ASSESSMENT CHECKLIST

Child _____ Date of Birth _____ Teacher _____ School _____

| RATING SCALE | | |
|---|---|---|
| | **Not Yet** | Child cannot demonstrate skill or behavior at this time. |
| | **In Progress** | Child demonstrates skill or behavior intermittently. |
| | **Regularly** | Child can demonstrate skill or behavior consistently. |

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Takes care of personal needs. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Anticipates risk and takes precautions to protect self from dangerous situations. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Chooses activities without teacher's help. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Separates from parent without undue stress. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Plays cooperatively and interacts with other children without constant supervision. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Deals with own feelings in an age appropriate way. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

## Social Skill Development — Age 4

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Identifies and labels some of his/her own feelings. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Demonstrates confidence in self. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Responds to other children's need for help | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Understands and respects the property of others. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Stands up for his/her rights. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Takes turns and shares with assistance. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Develops relationships with adults other than family members. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Participates in large and small group activities. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

## Social Skill Development — Age 4

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Knows and observes the rules and routines of the classroom and school. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Makes choices and stays with an activity for a reasonable length of time. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Completes an activity most of the time. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Takes good care of material. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Returns material to correct place when finished with an activity. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

Comments: _____

_____

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_____

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## CREATIVE DEVELOPMENT CHECKLIST

Child _____ Date of Birth _____ Teacher _____ School _____

Preschoolers love to make believe. Three-year-olds do engage in pretend play, alone, and with others. At four-years-old, children's pretend ranges from the silly to the adventurous. By the time they are five, children's imaginary play has become quite elaborate. (Feldman, 1991: Allen Marotz, 1994).

| | | |
|---|---|---|
| **RATING SCALE** | **Not Yet** | **Child cannot demonstrate skill or behavior at this time.** |
| | **In Progress** | **Child demonstrates skill or behavior intermittently.** |
| | **Regularly** | **Child can demonstrate skill or behavior consistently.** |

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Engages in spontaneous imaginative play. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Participates in dramatic play by assuming a variety of roles. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Substitutes items and pretends when real things are not available. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Works creatively with art material and tools. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Uses a variety of self-expressive mediums. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

## Creative Skill Development

**Age 3 to 4**

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Makes increasingly recognizable forms when using self-expressive material. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Thinks of new uses for familiar materials. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Moves freely in response to music. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Expresses thoughts and feelings through creative movement. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Uses simple musical instruments. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

Comments: _____

_____

_____

_____

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## Motor Skill and Lifetime Activity Development — Kindergarten

| * Priority Academic Student Skills (PASS) | * | Sample Benchmarks |
|---|---|---|
| | | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| I. The student will demonstrate locomotor movements. | I. | A. Demonstrate basic locomotor movements such as walking, running, jumping, hopping, galloping, and skipping. |
| II. The student will demonstrate nonlocomotor movements. | II. | B. Demonstrate nonlocomotor movements such as bending, stretching, pulling, pushing, etc. |
| III. The student will coordinate large arm movements. | I. | C. Balance on one foot for approximately five seconds. |
| IV. The student will demonstrate hand and eye coordination. | | D. Walk and balance on a four-inch line or balance beam. |
| **National Standards** | III. | E. Coordinate large arm movements such as easel painting, wood working, climbing, throwing, playing rhythm band instruments, writing on a chalkboard, playing with blocks, catching and tossing. |
| 1. Demonstrates competency in many movement forms and proficiency in a few movements. | IV. | F. Demonstrate strength and hand and eye coordination while working with pegs, stringing beads, using pattern blocks, using crayons, pencils, paint brushes and finger paints on plain paper; cutting with scissors and using glue in making puzzles. |
| 2. Applies movement concepts and principles to the learning and development of motor skills. | IV. | G. Hold and use pencil, crayons, and markers using thumb and two fingers. |
| 7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. | | |

* Denotes (PASS)

## Motor Skill and Lifetime Activity Development — Kindergarten

### Suggested Activities

| | |
|---|---|
| **Space Explorers** | The students are in a scattered space and the teacher asks them to "reach as high as they can, get as low as they can, be as wide as they can, be as small as they can. Make a quick movement with different body parts and make a slow movement with different body parts." |
| **Here It Is** | Have the children in a scattered space. Have them point first to one of their hands, and then to the other. Have them point to the other child's hand and then to the teacher's hand. Now use bean bags and have them place it on their hand and try to balance it. Have them choose another body part and repeat. Pick easy body parts at first, such as hands, feet, fingers, legs, and arms, before introducing the lesser known body parts such as; elbows, knees, wrist, and ankles. Suggested equipment: balloons, ropes, scarves, hoops, and peacock feathers. |
| **"I See"** | Students are in a scattered position on the floor. The teacher says "I see," then the students respond with "what do you see?" Teacher calls out an action word, movement, or shape for the students to perform. Students perform the given activity until "I see" is called again. |
| **Traffic Jam** | The children scatter around the floor. The children will move in the space in response to the actions given by the teacher (walking, running, skipping, hopping, jumping.) The teacher will have a sign that says "go" on one side and the word "stop" on the other. |

### Subject Integration

| | |
|---|---|
| **Math** | Shapes - using different body parts to make different shapes.<br>Number identification - making your body into the shape of a number.<br>Counting - count how many times you can hit the balloon in the air with different parts of the body |
| **Language Arts** | Letter identification - making your body into the shape of a letter or using large groups to form the letters and letting others in the group guess what the letter is. |

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## Health-Enhancing Activity Development — Kindergarten

| * Priority Academic Student Skills (PASS) | * | Sample Benchmarks |
|---|---|---|
| | | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| I. Attends to personal tasks (e.g., clothing, personal hygiene). | I. | A. Attend to personal tasks (personal hygiene.) |
| II. Recognizes a dangerous situation and takes action to protect self (e.g., use of telephone, safety rules). | II. | B. Recognize dangerous situations and take action to protect self. (safety rules and use of telephone.) |
| III. Discuss basic health needs of human beings, such as good nutrition, dental care, and exercise. | III. | C. Talk about basic health needs such as nutrition, dental care, and exercise. |
| **National Standards** | | |
| 3. Exhibits physically active lifetime skills. | | |
| 4. Achieves and maintains a health-enhancing level of physical fitness. | | |

* Denotes (PASS)

## Health-Enhancing Activity Development — Kindergarten

### Suggested Activities

**See those Germs**

Place the children in scattered formation. Have several children be the germs, one person will be the soap, and one person will be the water. The soap and water will team up together to tag the germs. Make sure that the soap and water stay together. Be sure to tell the children before you start the game how important it is to use soap and water to clean their body.

**Fruits and Vegetables**

Divide the children into large groups. One group will take the name of a vegetable, the other will take the name of a fruit. In each large group two or three children take the same name of a fruit or vegetable. The children mix themselves up and form a seated circle. To start , the leader sits in the center, calls out "peas and apples change places." While they are doing so, the person in the center tries to find a vacant place. If successful, the one left without a spot becomes it.

**Dental Tag Game**

Tag game with "IT" being tooth decay who is chasing healthy teeth. The home base is the dentist's office. If they are tagged, they become decayed and have to go visit the dentist.

### Subject Integration

**Math**

Counting teeth. Learning time concept of brushing teeth three minutes while using an hour glass or big clock.

**Drama**

Role play. A child brushing teeth, going to the dentist, eating correctly.

**Art**

Draw teeth. Make a Jack-o'-lantern with and without some teeth around Halloween.

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## Personal and Social Skill Development — Kindergarten

| * Priority Academic Student Skills (PASS) | * | Sample Benchmarks |
|---|---|---|
| | | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| I. Work and play cooperatively in a variety of settings. | I. | A. Work in a group setting without interfering with others. |
| II. Exhibit behavior that demonstrates an understanding of school and classroom guidelines. | II. | B. Know the rules for participating in the gymnasium and on the playground. |
| III. Listen to others while in large and small groups. | III. | C. Respond to teachers signals for attention. |
| IV. Follow simple verbal directions. | IV. | D. Follow directions given to the class. |
| **National Standards** | | |
| 5. Demonstrates responsible personal and social behavior in physical activity setting. | | |
| 6. Demonstrates understanding and respect for differences among people in physical activity settings. | | |
| 7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. | | |

* Denotes (PASS)

## Personal and Social Skill Development — Kindergarten

### Suggested Activities

**Car Wash**

Children kneel side by side in two parallel lines facing each other. The lines represent the car wash by moving their hands. The "car" (student) moves through the car wash. Begin car wash with "light wash," then a "vigorous wash," finish with a final "medium rinse."

**Pass It On**

The children are divided into groups of three or four, seated train style. The last child in the line draws a letter, number, or shape on the person's back directly in front of him. The child who has the design drawn on his back, draws what he experiences on the back of the person in front of him. This is repeated until the first child in the front of the line receives the tactile message. He then draws on paper what he felt. The last child in the line verifies the correctness of the message.

**Musical Unchairs**

A game that anyone can play. Played similar to musical chairs, except no one is ever out of the game. As the music stops, everyone sits in a chair. Each time the music begins, a chair is removed. When the music stops, everyone must sit either in a chair, lean on a chair or sit in someone's lap. Play continues until all chairs, except for a few, have been removed.

### Subject Integration

**Math**

Number identification. Shape identification by tracing on their bodies.

**Language Arts**

Letter identification by tracing on their bodies.

## ASSESSMENT CHECKLIST √

Students Name: _____ Date: _____ Teacher: _____ School: _____

### MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT

| RATING SCALE | | |
|---|---|---|
| | **Not Yet** | **Child cannot demonstrate skill or behavior at this time.** |
| | **In Progress** | **Child demonstrates skill or behavior intermittently.** |
| | **Regularly** | **Child can demonstrate skill or behavior consistently.** |

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Demonstrates skills to avoid others or to catch others.<br>___ chasing ___ fleeing ___ dodging | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Changes speed and direction in response to various rhythms. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Changes speed. ___ slow-fast ___ fast-slow | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Uses a variety of rhythms. ___ four count ___ eight count | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Combines locomotor movements in time with music.<br>___ walk ___ run ___ skip ___ hop ___ gallop ___ slide ___ jump | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

## Lifetime Health and Fitness — Kindergarten

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Performs age level motor skills.<br>___ walk ___ run ___ skip ___ hop ___ gallop ___ slide ___ jump | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Jumps and lands with one and two foot takeoff.<br>___ one foot takeoff ___ one foot landing<br>___ two foot takeoff ___ two foot landing | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Balances on different body parts.<br>___ right foot ___ left foot ___ both feet<br>___ right knee ___ left knee ___ both knees | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Rolls smoothly in a forward direction without hesitating or stopping. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Jumps a self-turned rope continuously. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Throws a ball with proper technique. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Catches a ball using properly positioned hands. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Strikes a ball with a paddle to a wall or partner. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

## Lifetime Health and Fitness — Kindergarten

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Uses at least three body parts to strike a ball.<br>__ hand __ foot __ forearm | Not Yet | ☐ | ☐ | ☐ | ☐ |
| | In Progress | ☐ | ☐ | ☐ | ☐ |
| | Regularly | ☐ | ☐ | ☐ | ☐ |
| • Kicks a ball in the air or along ground with instep of the foot. | Not Yet | ☐ | ☐ | ☐ | ☐ |
| | In Progress | ☐ | ☐ | ☐ | ☐ |
| | Regularly | ☐ | ☐ | ☐ | ☐ |
| • Strikes a ball from a batting tee using correct grip. | Not Yet | ☐ | ☐ | ☐ | ☐ |
| | In Progress | ☐ | ☐ | ☐ | ☐ |
| | Regularly | ☐ | ☐ | ☐ | ☐ |
| • Moves the feet to a high level with weight on hands and landing in control. | Not Yet | ☐ | ☐ | ☐ | ☐ |
| | In Progress | ☐ | ☐ | ☐ | ☐ |
| | Regularly | ☐ | ☐ | ☐ | ☐ |

Comments: _____

_____

_____

_____

## Lifetime Health and Fitness — Kindergarten

### ASSESSMENT CHECKLIST √

Students Name: _____ Date: _____ Teacher: _____ School: _____

### HEALTH-ENHANCING ACTIVITY DEVELOPMENT

| RATING SCALE | | |
|---|---|---|
| | Not Yet | Child cannot demonstrate skill or behavior at this time. |
| | In Progress | Child demonstrates skill or behavior intermittently. |
| | Regularly | Child can demonstrate skill or behavior consistently. |

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Looks forward to participating in physical activity. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Participates in moderate to vigorous activity for short periods of time. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Identifies an awareness of changes in heart rate during physical activity. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Identifies physical changes the body feels after moderate physical activity. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

## ASSESSMENT CHECKLIST √

Students Name:_____ Date: _____ Teacher: _____ School: _____

### PERSONAL AND SOCIAL SKILL DEVELOPMENT

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Works cooperatively with others. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Follows directions. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Little reinforcement needed in applying rules, safety precautions, and class procedures. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Completes assignment with positive effort. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Stays on task. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

Comments: _____

## Motor Skill and Lifetime Activity Development — First Grade

### * Priority Academic Student Skills (PASS)

I. The student will travel in different directions and speeds using a variety of locomotor skills in a group without bumping into others or falling.

III. The student will participate in a wide variety of activities that involve locomotion, nonlocomotion, and the handling of various objects, at a developmentally appropriate level.

### National Standards

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.

2. Applies movement concepts and principles to the learning and development of motor skills.

7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

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* Denotes (PASS)

### * Sample Benchmarks

As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to:

I. A. Demonstrate body and spatial awareness while stationary or moving by changing body shapes and levels and by traveling various shaped paths, e.g., straight, curved, zig-zag.

B. Combine various movement patterns to music, but not necessarily in time.

C. Roll smoothly in a forward direction.

D. Perform a log roll without hesitating or stopping.

III. A. Move, demonstrating a variety of relationships with object, e.g., over, under, behind, alongside, through.

B. Jump a swinging rope held by others.

C. Kick a stationary ball without hesitation, or stopping, prior to the kick.

D. Kick a slowly rolling ball.

E. Self-toss a ball and catch it.

F. Demonstrate the difference between overhead and underhand throw.

G. Be introduced to evasive techniques, e.g., escaping, catching, dodging.

H. Catch an object gently thrown to him/her.

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| Motor Skill and Lifetime Activity Development | First Grade |
|---|---|
| | **Suggested Activities** |
| **Exploring Self Space** | With or without equipment, students are in scattered formation. Each child goes through a variety of movement patterns, actions or challenges as directed by the teacher. Possible equipment could be: balloons, bean bags, ropes, scarves, hoops or peacock feathers. |
| **Buffalo Tag** | Two students are designated as the buffalo hunters. They will be carrying a soft nerf ball to be used as ammunition. Buffalo hunters tag with their ammunition. The other class members are the buffalo. On the signal, the buffalo hunters begin chasing the buffalo trying to wound them with a tag of the ball. If a buffalo is touched by the ball he/she will lay on the floor on their back and place one leg and one arm in the air. Wounded buffalo can be saved by two buffalo standing over the wounded one. One on one side of the wounded buffalo and the other on the other side. The "savers" extend their arms over the wounded buffalo and say, "one, two, three, buffalo free," raising their arms on the word **free**. The freed buffalo can now get up and play again. Play continues until the buffalo hunters have had a reasonable amount of time or until the buffalo are all wounded (extinct). |
| | **Subject Integration** |
| **Math** | *Shapes*- using different body parts to make different shapes. *Counting*- count how many times you can hit the balloon in the air with different parts of the body. *Number identification*- making your body into the shape of the number. *Sequencing*- following through with one activity to another, and following the rules of a game. |
| **Language Arts** | *Letter Identification*- making your body into the shape of a letter or using large groups to form the letters and letting others in the group guess the letter. *Action Words*- telling the children to strike the balloon, toss and catch the peacock feather. |
| **Social Studies** | *Buffalo Hunting*- use "Buffalo Tag" to explain what happened to the buffalo. |
| **Science** | *Endangered*- explain how the buffalo became "endangered." |

## Health-Enhancing Activity Development — First Grade

| * Priority Academic Student Skills (PASS) | * | Sample Benchmarks |
|---|---|---|
| II. The student will be introduced to five components of fitness, i.e., muscular strength, muscular endurance, flexibility, body composition, and aerobic endurance activities. | | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| **National Standards** | II. | A. Introduce physical activities and benefits for maintaining fitness and personal well-being. |
| 3. Exhibits a physically active lifestyle. | | B. Identify proper and improper stretching exercises. |
| 4. Achieves and maintains a health-enhancing level of physical fitness. | | C. Experience moderate physical activity. |
| 7. Understands that physical activity provides opportunities for enjoyment, challenges, self-expression, and social interaction. | | D. Experience vigorous physical activity. |
| | | E. Locate heart and lungs and describe the function of each. |
| | | F. Recognize that exercise causes an increase in heart rate. |
| | | G. Participate in individual and group fitness activities. |

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* Denotes (PASS)

## Health-Enhancing Activity Development — First Grade

| | Suggested Activities |
|---|---|
| **Sticky Popcorn** | Children are in scattered formation. The teacher gives the signal for the children to begin gently jumping in their own spaces... pop, pop, pop. With the second signal, individual children move toward a partner, touch shoulders, and continue jumping. Now, two children jump up and down together... pop, pop, pop. With the next signal, the two partners join two other children. Now the four jump together. Continue until all are connected. |
| **Fitness Busters** | Students should be introduced to the five components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardiorespiratory endurance) before playing this game. Five safety bases are placed on the floor. Each base has one of the five components of fitness written on it and they will each be a different color. The bases are used as a place where the students can stand safely and not be tagged. A can labeled the "fitness can" will be placed on the sideline of the playing area. The can will contain colored cards that correspond to the safety bases. Two students are chosen to be the fitness busters. They will each have a nerf ball to tag with. Having a ball to tag with keeps the children from pushing with their hands. The game begins as in a regular tag game. The students that choose to stand on the safety bases can stay until another child comes and says to them "fitness buster." At that time, the child on the base must get off and take their chance of getting tagged by a fitness buster. When a child is tagged, he/she must go to the side line and pick one colored card from the "Fitness Can." When the child has a colored card, he/she can no longer use that card from the "Fitness Can." When the child has a colored card, he/she can no longer use that color for a safe base to stand on. Students continue play, and each time they are tagged they get a different colored card from the "fitness can." Students can never stand on the bases that correspond to their card color. This increases the risk of getting tagged. The fitness buster can be changed several times throughout the game. Continue play until some children begin receiving five of the cards. At this time, stop play and review the concept of importance of including all five components of fitness in their fitness schedule. |
| **Human Bowling Ball** | Have the children stand on a line and spread out. Give each child three or four plastic bowling pins. Place them on the floor about 20 feet away. Children return to the line and lay down on the floor. On the signal "go," have students do a log roll down the floor attempting to knock down the pins. |
| **Visit the Zoo** | Have the children scatter. The teacher calls out the name of an animal. The children will then move as the animal moves. Choose different animals, e.g., elephant, seal, bear. |

## Health-Enhancing Activity Development — First Grade

**Pulse Points**

Stethoscopes will be used to let the children listen to their own heart beat at different speeds. Use a cotton ball and alcohol to clean the ear pieces before any child puts the ear piece into their ears. The first time the student is allowed to listen to their heart they should be sedentary for at least three minutes. If the entire class is doing an activity (like jumping rope, hula hoops, or any other activity in their personal space) they should come and sit down for a few minutes until their turn. The teacher allows a few students to come to the front of the room to listen to their heart beating. The number of students will be determined by how many stethoscopes you have. After they have had a chance to listen, have the child pretend to jump rope. Let the child do this for several seconds. The time should be long enough to get their heart beating fast. Let the child listen to their heart while it is beating fast. After all the children have had a turn, explain that the heart is a muscle, and in order to make it strong, you must exercise.

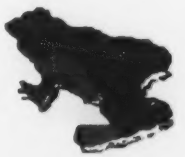
### Subject Integration

**Listening and Spelling Concepts**

Give each child a letter of the alphabet. As each child receives his letter, he squats down. Select words they have in their spelling. Have students group together to spell each word given.

**Science**

**Workout Zoo:** Demonstrate the walking and movement characteristics of the following animals--bear, lame dog, seal, crab, elephant, frog, and turtle. On pieces of paper, write the names of the animals. Set up four cones to make a 30 x 30 yard square. Spread children around outside of the square. One child picks a piece of paper and the class completes the animal movement around the square. Keep the pieces of paper in a box. Two smaller squares can be used to prevent over-crowding. At first, children can practice each animal movement in turn until they have learned the specific movement. Once the students have practiced animal movements, have them vary the speeds with auditory cues (whistle, music). If children become overly tired, provide a rest by walking.



## Personal and Social Skill Development — First Grade

| * Priority Academic Student Skills (PASS) | * | Sample Benchmarks |
|---|---|---|
| IV. The student will understand the benefits that accompany sportsmanship, i.e., cooperation, and following rules. | IV. | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to:<br>A. Identify appropriate behavior for participating with others in physical activity.<br>B. Demonstrate safety skills while participating in physical activity, with or without equipment or apparatus. |

**National Standards**

5. Demonstrates responsible personal and social behavior in physical activity setting.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

* Denotes (PASS)

## Suggested Activities

**How do you do?**

Players form a circle. One student walks around the outside of the circle and tags one player on the shoulder. He/she shakes his/her hand and asks, "How do you do?" The reply is, "very well, thank you." Repeat three times. On the third time, both players take off in opposite directions, running around the outside of the circle. The player who is last to reach the available space becomes "It."

**Back-to-Back**

Each student finds a partner and stands back-to-back. As the teacher says a body part the students match the same part, such as finger-to-finger, etc. This continues until the teacher says, "back-to-back," they must find a new partner. This is a very fast paced game that teaches body parts: ankle, knee, spine, head, eye, ear, shoulder elbow, knuckle, palm, thumb, toes, etc.

**Matching**

Stand beside a partner. Partner one should make a shape, and partner two should try to match it exactly. Try to make the shapes so alike that you look like twins. After five shapes, partners should change places, with partner two now making the shapes while partner one copies them. Work hard to make the shapes alike.

## Subject Integration

**Language Arts**

Have the student make the shape of various letters of the alphabet. Also use large groups to form the letters and use spelling words and have the other children identify the word.

**Math**

Have the student make the shape of various numbers. Call out a math problem and have students answer the problem by making the shapes of the answer with their bodies individually and with a partner.

## Motor Skill and Lifetime Activity Development — Second Grade

### * Priority Academic Student Skills (PASS)

I. The student will travel in different directions at different speeds, using a variety of locomotor skills in a group without bumping into others or falling.

III. The student will participate in a wide variety of activities that involve locomotor, nonlocomotor, and the manipulative skills at an appropriate developmental level.

### National Standards

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.

2. Applies movement concepts and principles to the learning and development of motor skills.

7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

*Denotes (PASS)

### * Sample Benchmarks

As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to:

I. A. Demonstrate body and spatial awareness while stationary or moving, by balancing body while in various shapes and extending body into various levels following desired pathways, e.g., jumps, leaps.

B. Walk forward, backwards and sidewards on a floor.

C. Transfer body weight to the hands, e.g., hand stand, pull-up.

D. Change speeds and directions in response to a variety of rhythms. Combine various movement patterns tc music.

III. A. Jump a rope turned by others, and attempt to jump the rope continuously. Jump a self-turned rope.

C. Run and kick a stationary ball without hesitating or stopping prior to the kick. Kick a slowly rolling ball using the inside or instep of the foot.

E. Demonstrate the difference between an overhand and underhand throw utilizing the principle of opposition.

F. Catch a gently thrown object using proper hand position.

G. Strike a ball resting on a tee or cone with a bat, using the correct grip.

H. Demonstrate evasive techniques, e.g., escaping, catching, dodging.

| | Suggested Activities |
|---|---|
| **Progressive Jump Rope Skills** | Jump rope without a rope. Practice the jumping technique while pretending to hold a rope. With the rope on the floor placed in a circle, practice jumping in and out of the rope using directional commands (right, left, front, back, north, south, east, and west.) On the inside of the rope, jump around on one foot. Next, jump around the outside of the rope. Jump in and out of the rope while moving around the rope circle. Place your rope in a straight line. Jump down one side of the rope and come back on the other side. Jump backwards down one side and backwards up the other side. Place one foot on one side of the straight line rope and the other foot on the other side. Jump down the rope, jump in the air and turn around, and jump back up the rope. Place one foot on one side of the straight line and the other foot on the other side. As you jump, cross your legs in an X position. Open your legs back apart to a straddle as you jump. Continue down the rope and back. Facing the rope line, jump over and back across the rope a specific number of times or minutes. Hold the rope handles with one hand. Begin turning the rope and practice jumping to the speed you are turning. Practice turning the rope on the side of your body. Change sides with a figure eight turn, which is a side to side turn. |
| **Man From Mars** | Students stand at one end of the play area. Two students are chosen to be the men from Mars. The men from Mars stand in the middle of the room. The students say together "Man from Mars will take us to the stars." One man says "only if you have on.... (then says a color)." Any student wearing that color must attempt to run to the other end of the area across a designated line without getting tagged by one of the two men from Mars. If they get tagged, they must go to the side line and sit in a pretend spaceship. The game continues until all students are on the other side of the playing area. Then the teacher picks two new men from Mars. |
| **Turkey Trot** | Students begin at one end of the play area. These students are the turkeys. Two students are chosen to be the turkey hunters. They stand in front of the group about ten feet. The teacher or a designated student will use a drum for a rhythm to walk to. The hunters begin walking without looking behind. The teacher picks a time and bangs the drum fast and hard. This is the gunfire and the signal for the turkeys to turn and run and the hunters to turn and chase. The hunters attempt to tag as many turkeys as possible. These turkeys come to the side line to sit in the turkey pin. Play starts over and you change your hunters as needed. Students only sit out for one hunt. |

## Suggested Activities (continued)

**Balloon Exploring**

Students will each have a balloon and stand in a personal space. The teacher will give commands that the student will try to accomplish as follows: hit the balloon off your elbow, knee, head, foot, finger, etc. Can you move around the area kicking your balloon with small little kicks? Can you use the inside of your foot to kick the balloon? Can you use the outside of your foot to kick the balloon? Can you keep the balloon in the air while you are hitting it up with your hands? Move to a partner activity using both balloons, then one balloon. Can you and your partner hit the balloons back and forth at the same time? Can you and your partner shoot the balloons by pulling on the tied end. Using one balloon, hit the balloon back and forth. Using one balloon, kick the balloon back and forth trying to maintain control.

## Subject Integration

**Math**

**Jump Rope Activities:** Students can make their ropes into different shapes such as a circle, square, triangle, and rectangle. Students can count the number of jumps they can do in a designated time period. Give students a math problem: The answer must be shown by placing your rope in the shape of the number. Have students in a class work together to make a maze out of their ropes that can be traveled using a scooter.

**Balloon Exploring:** Count the number of times you can hit the balloon without missing.

**Science**

**Man From Mars:** Share with the students some important facts about Mars. Ask the students to look up Mars in the encyclopedia, internet, or dictionary. Bring one fact to class the next time. Share the facts.

**Balloon Exploring:** Study gravity. Have the students drop different items from a high point to show the differences in speed as a result of gravity. Weigh each item.

**English**

**Jump Rope Activities:** Students will use their rope to make the shape of the first letter of their name. Students can write a poem using the word "rope" or "jump rope."

## Health-Enhancing Physical Activity Development — Second Grade

### * Priority Academic Student Skills (PASS)

II. The student will have knowledge of and be able to demonstrate the five components of fitness, i.e., muscular strength, muscular endurance, flexibility, body composition and aerobic endurance activities.

### National Standards

3. Exhibits a physically active lifestyle.

4. Achieves and maintains a health-enhancing level of physical fitness.

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* Denotes (PASS)

### * Sample Benchmarks

As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to:

II.

A. Associate physical activities and the benefits for maintaining fitness and personal well-being.

B. Identify proper and improper stretching exercises and demonstrate proper technique.

C. Experience sustained moderate physical activity.

D. Participate in daily vigorous physical activity.

E. Demonstrate that exercise causes an increase in heart rate.

F. Locate various pulse points.

G. Participate in individual and group fitness activities.

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## Health-Enhancing Physical Activity Development — Second Grade

| | Suggested Activities |
|---|---|
| **Component of the Month** | Students are presented with a different component of fitness each month. The students will review and study what each component represents and learn exercises that highlight that specific component. Games and activities for that month can also be related to a particular component. |
| **Five Components of Fitness** | The gym is divided into five areas. Each area has a large cone with a paper attached to it that has the names of the five components of fitness. An exercise that relates to each component is also attached to the cards. Music is used as the children use a motor skill to move around the outside of the gym. When the music stops, the students stop and stand near the closest cone. When the music begins again the student must perform the activity on the card. The music begins again and the children begin a new motor activity as they move around the outside of the gym. This activity continues approximately five to seven minutes. |
| **Fat and Lean** | Six hoops are placed around the outside of the room. Five objects depicting fatty foods (like a bean bag) and five objects depicting lean foods (like a tennis ball) are placed in each hoop. Students are evenly divided and stand behind the hoops in a line. When the teacher says go, one student from each group picks up a fat object and runs to another teams hoop and lays the fat object in their hoop. They then pick up one of their lean objects and bring it back to their hoop. They touch the hand of the next person in their line. Each person continues this process until time is up, approximately three to four minutes. When the game is over, count to see who has the least number of fat objects and the highest number of lean objects. They win. Start the game over. |
| **Plaque Attack** | In a gym or multipurpose room, divide the class into two groups. Mark a centerline dividing the room in half, with one team in each half. A team may not go over the centerline. Supply each team with an equal number of foam balls, which are in a big box or on the floor on their side of the centerline. On the teacher's signal, students begin throwing foam balls to the other side, one at a time, as fast as they can. Let them continue for a couple of minutes and then blow your whistle. All students must freeze. The side with the fewest foam balls (or plaque molecules) wins. Students divide up foam balls and start a new game. For a more active game, spread out the foam balls at the back of the playing area of each team. Students run from the centerline to the back of their playing area. Then run to the centerline and throw. Students can only get one ball at a time. When all balls are gone from the back of the playing area, the students may pick up a ball from anywhere on their side and run around a designated cone(s) away from the playing area before throwing foam balls to the other side. |



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## Suggested Activities (continued)

**Hoopsters**

This game is like musical chairs, except hoops are eliminated, not players. The game starts with enough hoops scattered on the floor for all players, except one (or with large group, one hoop per pair). Players move around the playing area using a designated locomotor pattern, such as jog, skip, or hop. When the music stops, players must find a hoop (island) and freeze. Some hoops will have to be shared by more than one player as more hoops are removed. The object is to share space cooperatively until there are only three hoops remaining. All players must work at getting some part of everyone's body in the remaining hoops. The focus should be on sharing and cooperating so everyone can find a hoop. Allow time for students to take a pulse rate.

## Subject Integration

**5-20-5**

Discuss with your class the three phases of a workout.

- **5-minute warm-up.** A warm-up before exercise helps prepare your body for activity. Warm-ups stretch muscles and help prevent muscle soreness and injury. In addition, warm-ups prepare the heart for more vigorous activity and avoid putting undue stress on the heart. Start with gentle static stretching. Remember not to bounce when stretching. Then, at a slow speed, do some specific exercises, such as jogging. Gradually increase the pace of your warm-up until you are sweating. Model with class before moving to the next component.

- **20-minute workout.** Plan the workout section so it includes 20 minutes of continuous activity. Activities that are continuous and use large muscle groups of the body are ideal. Select activities that develop strength and endurance, such as sit-ups and push-ups, along with games and drills that involve running or jogging. Model with the class.

- **5-minute cool-down.** The cool-down is an important part of any exercise session and just as essential as the warm-up. A cool-down should last five minutes and allow your body to gently return to normal. Stopping an activity abruptly sends your blood pressure bouncing like a yo-yo and slows removal of waste products. Light activity and stretching continue the pumping action of muscles on veins, helping the circulation remove wastes. Also, the pulse should come down gradually by walking and stretching. Some experts believe that static stretching after the workout is more important than stretching before a workout, because it can help reduce delayed soreness or muscle pain felt the day after exercise.

**Subject Integration** (continued)

**5-20-5**

Model with the entire class. Organize students into groups. Each group will work together to create a short act that will demonstrate the three components of a workout. Each group can use the clock to demonstrate the time lapse in each phase of the workout. Make a personal clock with a paper plate, cardboard hands, and a brad. Have students set the time at the beginning of the workout and move the hands after each component. Have students figure the total time for working out.

**Language Arts**

Write a book using the five components of fitness. Have the children illustrate it.

**Nutrition**

**Good Snackin'** - When you feel a need to snack use the following list of alternatives to choose from. As a family, plan three snacks for the week that are heart-healthy choices. Circle your choices and indicate the day you chose to snack healthy. Any nutritional activity can be used in conjunction with these activities (e.g., make a list of their food intake for 24 hours), and discuss the nutritional value.

| **Instead of this** | **Try this** |
|---|---|
| Potato chips or cheese puffs | Popcorn (no fat added) or pretzels |
| Doughnut | High fiber muffins |
| Ice cream | Low-fat or nonfat yogurt |
| Soda | Fruit juice and sparkling mineral water |
| Beef burrito | Bean burrito |
| Chocolate chip cookies | Graham crackers |
| Chocolate cake | Angel food cake |
| Canned fruit in heavy syrup | Canned fruit in light juice |
| Mini pepperoni pizza | Mini cheese and veggie pizza |

**Science**

Fat weighs less than lean body mass (muscle). Experiment with lard in a glass of water. It floats. What about a golf ball (which could represent lean body mass). It sinks.

## Personal and Social Skill Development — Second Grade

| * Priority Academic Student Skills (PASS) | * | Sample Benchmarks |
|---|---|---|
| IV. The student will understand the benefits that accompany sportsmanship, cooperation and following rules. | | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| **National Standards** | IV. | A. Identify appropriate behavior while participating with others in physical activity. |
| 5. Demonstrates responsible personal and social behavior in physical activity setting. | | B. Be considerate of others in physical activity settings. |
| 6. Demonstrates understanding and respect for differences among people in physical activity settings. | | C. Practice safety skills while participating in physical activity with or without equipment or apparatus. |
| 7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. | | |

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* Denotes (PASS)

| | Suggested Activities |
|---|---|
| **Ball Balance** | Begin the game with one playground ball or balloon for every two players. The first challenge should be simple and fun, such as balancing the ball between the heads of the two partners. Then ask the children to find how many different ways the ball can be balanced between them. Once students have discovered four or five ways, ask them to try some of the following activities: (1) How many different ways can you balance the ball between you and your partner and move around the playing area? (2) Can you change the way of moving (e.g., running, skipping, hopping, or crawling)? (3) Join another group of two and see if you can balance one ball between the two of you. Try some of the same activities with a foursome. |
| **Build a Machine** | Students are in groups of three or four. To begin, one student steps forward, strikes a pose and holds it. The next student moves out, connects to the first person, and strikes a pose. This continues until all students are connected to the machine. One at a time, each student begins making a body part move like a machine. This continues until all students have a moving part to the machine. Then have the students add a sound to their machine. After the machine is built, have the groups come up with a specific machine motion. The other groups try to guess the machine. This continues until all groups have had a turn. The children could also build a monster, Christmas tree, etc. |
| **Cooperative Ball Challenge** | Begin this activity in a relay type formation with two children at the starting end of the room and one child at the opposite end. Each group will need a hula hoop and several sizes of balls placed in it. Each group should have the same balls such as one ping pong ball, one tennis ball, one play ground ball, one nerf ball, and one basketball. The race begins with the one ping pong ball. After the first activity is complete, add a ball so the children are now carrying two balls. Keep adding a bigger ball each race until the children are carrying all the balls at once. Watch as the children attempt to manipulate all the balls. This should be a fun activity and not a competitive activity. Suggestion: When using relay type activities in your classroom, never have more than three children per team so children will not be standing or sitting in lines for long periods of time. This can cause inactivity and discipline problems. Using a relay formation with children on one team on opposite ends of the playing area promotes increased physical activity. |

## Suggested Activities (continued)

**Name Call Ball**

Players stand in a circle (20 or less is best) facing inward. Beginning with one ball (large, foam type) each player in turn tells the group his/her name as the ball is handed around the circle from one to the other. The ball is then tossed at random by the person having the ball. However, the "catcher" must call out the name before tossing the ball to the next person. As the game progresses, more balls are added so that about half as many ball as there are players are in action.

**Balloon Keep It Up**

Stand in groups of eight to ten participants, holding hands in circle, facing inward. When the music starts, they keep a balloon in the air. The group must not let go of their hands or let the balloon hit the floor. If and when this happens, the group continues to play in a seated position.

**Bee Hive Tag**

Divide group into teams of five or more. Give each team a hula-hoop and enough tails (color coded for each team). On the word "go" the bees (players) run around trying to steal other teams stingers (tails) one at a time that they then take to the beekeeper to hold. A stingerless bee must go to the hive (hula-hoop) and wait for one of their teammates to bring their tail back (from the beekeeper).

## Subject Integration

**Science**

Two plants, one has been watered, one has not been watered. Ask students to describe the differences between the physical appearance of the two plants by discussing, writing, or drawing their ideas on their handout. Discuss the differences. Ask the students what one plant was missing that the other one wasn't (water). Which plant would they describe as healthy? Which one is unhealthy? Then ask the students if they have ever felt healthy. What did they do? Have they ever felt water on their skin after exercising? What would happen to them if they didn't have any water to drink? When do they need to drink water? How often? Show the amount of water the plant needed daily. Have them "guesstimate" and fill cups with the amount they need. Demonstrate the correct amount.

## ASSESSMENT CHECKLIST √

Student's Name: _____ Date: _____ Teacher: _____ School: _____

| RATING SCALE | | |
|---|---|---|
| | **Not Yet** | Child cannot demonstrate skill or behavior at this time. |
| | **In Progress** | Child demonstrates skill or behavior intermittently. |
| | **Regularly** | Child can demonstrate skill or behavior consistently. |

### MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Demonstrates skills to avoid others or to catch others. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| _ chasing _ fleeing _ dodging | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Changes speed and direction in response to various rhythms. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Changes speed: _ slow-fast _ fast-slow | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Uses a variety of rhythms. _ four count _ eight count | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Combines locomotor movements in time with music. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

## Lifetime Health and Fitness

**First and Second Grade**

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Performs age-level motor skills.<br>__ walk __ run __ skip __ hop __ gallop __ slide __ jump | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Jumps and lands with one- and two-foot takeoff.<br>__ one foot takeoff __ one foot landing<br>__ two foot takeoff __ two foot landing | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Balances on different body parts.<br>__ right foot __ left foot __ both feet<br>__ right knee __ left knee __ both knees | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Rolls smoothly in a forward direction without hesitating or stopping. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Jumps a self-turned rope continuously. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Throws a ball with proper technique. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Catches a ball using properly positioned hands. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Strikes ball with a paddle to a wall or partner. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

## Lifetime Health and Fitness

**First and Second Grade**

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Uses at least three body parts to strike a ball: | Not Yet | ❑ | ❑ | ❑ | ❑ |
| _ hand _ foot _ forearm | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Kicks a ball in the air or along ground with instep of the foot. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Strikes a ball from a batting tee using correct grip on the bat. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Moves the feet to a high level with weight on hands and landing in control. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

Comments: _____

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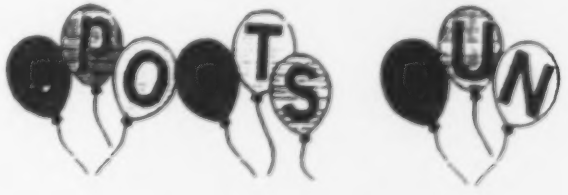
_____



## ASSESSMENT CHECKLIST √

Student's Name:_____ Date: _____ Teacher: _____ School: _____

### HEALTH-ENHANCING ACTIVITY DEVELOPMENT

| | | |
|---|---|---|
| **RATING SCALE** | **Not Yet** | **Child cannot demonstrate skill or behavior at this time.** |
| | **In Progress** | **Child demonstrates skill or behavior intermittently.** |
| | **Regularly** | **Child can demonstrate skill or behavior consistently.** |

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Participates in moderate physical activity. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Maintains continuous aerobic activity for short periods of time. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Identifies activities that are health-related. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Identifies proper stretching technique. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Locates pulse and understands heart rate increase with exercise. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

## Lifetime Health and Fitness — First and Second Grade

Student's Name:_____ Date: _____ Teacher: _____ School: _____

### PERSONAL AND SOCIAL SKILL DEVELOPMENT

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Works cooperatively with others. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Follows directions. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Little reinforcement needed in applying rules, safety precautions, and class procedures. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Jumps a self-turned rope continuously. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Completes assignment with positive effort. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Stays on task. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

Comments: _____

_____

## Lifetime Health and Fitness — Grades 3-5

### a curriculum for
### PHYSICAL EDUCATION

The *Lifetime Health and Fitness Curriculum* emphasis for Grades 3-5 will begin with the refinement of fundamental movement patterns. Students in the fourth grade should demonstrate more mature patterns of development of locomotor, nonlocomotor, and manipulative skills. In addition, the students should be able to acquire some specialized skills (e.g., soccer, dribble), and use those skills with a partner and in group activities.

The students will begin to match different types of physical activity with the underlying fitness components. Students will demonstrate their participation in moderate to vigorous activities to achieve and maintain a health-enhancing level of physical fitness. Fitness testing introduced at the fourth grade will emphasize health-related components of physical fitness as described by standardized tests such as the Prudential Fitnessgram. Students will enhance their cooperative skills by participating in activities while working with partners, small groups, and teams.

Program goals are divided into three categories: **Motor Skill and Lifetime Activity Development; Health-Enhancing Activity Development; and Personal and Social Skill Development.** More emphasis will continue to be on the refinement of basic fundamental skills and the beginning development of awareness participation in physical activity for both enjoyment and the health-related benefits. Students should begin to value the importance of participating in health-related physical activity outside of the physical education setting. Continued reinforcement of personal and social skill development will be provided through planned activities in the physical education lessons.

The curriculum will follow the ***Priority Academic Student Skills (PASS)***, include the National Standards for Physical Education from the **National Association for Sport and Physical Education (NASPE)**, and provide **Benchmarks** for the standards at each grade level.

The goal of this curriculum is to assist each student in becoming a physically educated person as identified by NASPE. A physically educated person is one who:

**HAS LEARNED** skills necessary to perform a variety of physical activities.
**IS** physically fit.
**PARTICIPATES** regularly in physical activity.
**KNOWS** the implications of and benefits from involvement in physical activity.
**VALUES** physical activity and its contribution to a healthful lifestyle.

## Lifetime Health and Fitness Goals — Grades 3-5

- **MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT**

  Motor skill and lifetime activity development refers to the basic fundamental movement patterns that are necessary to perform a variety of physical activities that will carryover into adulthood for a physically active lifestyle.

- **HEALTH-ENHANCING ACTIVITY DEVELOPMENT**

  Health-enhancing activity refers to regular physical activity that results in substantial improvement in health and well-being. The intent of health-enhancing activity as a curriculum goal is to establish patterns of regular participation in meaningful physical activity.

  Health-related fitness components include: **cardiovascular endurance; muscular strength and endurance; flexibility; and body composition.** Emphasis is placed on the attainment of a fitness level that allows effective and efficient functioning in school, work, and leisure time. It is important that the knowledge base and principles are applied in developing and maintaining total fitness in the pursuit of a healthy lifestyle.

- **PERSONAL AND SOCIAL SKILL DEVELOPMENT**

  Personal and social skill development refers to cooperation, teamwork, etiquette and ethical behavior during participation in physical activity. Character traits will be addressed and developed throughout the curriculum. Those traits include: sportsmanship, loyalty, cooperation, compassion, diligence, self-respect, self-control, courtesy, honesty, fairness, and respect for others.

## THE CONCEPTUAL FRAMEWORK

The emphasis for Grades 3-5 will be the refinement of fundamental motor skills and the beginning of more specialized skill development. Students will participate in increased moderate to vigorous activity and have the knowledge and understanding of the importance of a healthy, active lifestyle. Equal emphasis will be placed upon the three categorized curriculum goals, as shown by the pyramid below.

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## Motor Skill and Lifetime Activity Development — Third Grade

| * Priority Academic Student Skills (PASS) | * | Sample Benchmarks |
|---|---|---|
| I. The student will travel in different directions and speeds using a variety of locomotor skills in a group without bumping into others or falling. | | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| III. The student will participate in a wide variety of activities that involve locomotor, nonlocomotor, and the handling of various objects at a developmentally appropriate level. | I. | A. Demonstrate body and spatial awareness while stationary or moving. |
| **National Standards** | | B. Combine intermediate movement patterns to music. |
| 1. Demonstrates competency in many movement forms and proficiency in a few movement forms. | III. | A. Enter and/or exit a turned rope held by others. |
| 2. Applies movement concepts and principles to the learning and development of motor skills. | | B. Continuously jump a swinging rope held by others. |
| 7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. | | C. Jump a self-turned rope utilizing basic jump rope skills. |
| | | D. Kick a rolling ball using the inside or instep of the foot. |
| | | E. Dribble and/or strike a ball towards a target by using various part of the body. |
| | | F. Demonstrate the difference between an overhand and underhand throw utilizing the principle of opposition with accuracy and control. |
| | | G. Using proper hand position, catch an object thrown from various distances. |
| | | H. Consistently strike a ball with a bat from a tee or cone, using a correct grip and side orientation. |
| | | I. Demonstrate evasive techniques, e.g., escaping, catching, dodging. |
| * Denotes (PASS) | | |

| Motor Skill and Lifetime Activity Development | Third Grade |
|---|---|
| | **Suggested Activities** |
| **Move and Assume Shape** | Have students move using a variety of basic movements. Freeze on signal and assume a designated shape. Some suggestions are: balance, stretch, curl, bridge, letter shapes, and number shapes. |
| **Lummi Skills to Music** | **Lummi Stick Pattern.** Music *"Think"* by Aretha Franklin. Formation: Partners facing standing. Part I: Both sticks out, both sticks touch temples, both sticks out, tap 4 counts, rolling motion down and up 4 counts. Part II: Grapevine to the right while tapping own sticks 4 counts. Grapevine to the left while taping own sticks 4 counts. Walk in a small circle to the right, tap partner's sticks on count 4. Walk in a small circle to the left, tap partner's sticks on count 4. Part III. "Climb the Ladder" with the partner tap sticks together in an up and down fashion resembling a ladder, 24 counts. |
| **Rhythmic Activities** | **Comin' Around the Mountain.** Music *"She'll Be Comin' Round the Mountain"* from Disney's Little Richard *"Shake It All About.."* Formation: Partners sitting on the floor facing. Comin' round the mountain--both partners sit in straddle position with hands joined. Circle and stretch. Drivin' six white horses--moving away from original partner using a scooting motion with knees bent and arms pulling. No words (music break)--pushups. Eatin' chicken gumbo--chicken wing, sit-ups (knees are bent and arms flap as students do sit-ups).<br><br>**Washing Machine Dance.** Music *"Dance with Me Tonight"* from the soundtrack, *"That Thing You Do."* Formation scattered. Part I: Washing machine (stand feet apart and circle hips) 16 counts. Part II: Agitator - grapevine to the right while palms push up and down, repeat left, right, left. Use this to move to a partner, 16 counts. Part III: Spin cycle - facing partner roll around each other 16 counts. |
| **Back Away** | One ball or bean bag for each pair of children. Two children stand facing each other about three feet apart. The object of the game is to throw or toss the item in the stipulated manner so that the partner can catch it. When the catch is completed successfully, the catcher takes one step backward and then throws to the other person. When either child misses, the partners move forward and start over. |

## Motor Skill and Lifetime Activity Development — Third Grade

| | Subject Integration |
|---|---|
| **Language Arts** | **Alphabet Tag.** Have the students spread out safely in the play area. Identify two or three students as "taggers." When they tag someone they are to freeze immediately. They are then to make a letter with their body. To get unfrozen a free runner must come up to them and guess the letter their classmate has made. Taggers are not allowed to tag classmates during the guessing process. |
| **Math** | **Math Toss.** Have students get a foamball or yarn ball and then go to their own space. The teacher will then begin to call out math problems. Students will answer the math problem by tossing and catching the ball to self for the appropriate number of times to complete the answer. The teacher can be sure the students are getting the correct answers by having students hold up the number of fingers that correspond to the answer. Students write the answers down on a handout, or work with a partner who becomes the recorder. |
| **Social Studies** | **State Tag**. To have students work on knowledge of state capitols. Materials needed: Cones to mark off a safe playing area. Description: Children are in scattered formation within the playing area. Identify 2-3 chasers or "its." On the signal "go" signal the chasers pursue the other students trying to tag them softly. Have children walk to start the game for safety reasons. Then they can slide, gallop, skip, etc. When someone is tagged, they must freeze immediately. To get unfrozen, free runners must stand in front of the frozen players. The students in front of a frozen player, names a state, the frozen students must name the capitol correctly to get unfrozen. They keep trying until a state is named that they can answer correctly. During the guessing process these students cannot be tagged. Change locomotor movements and taggers frequently. |
| **Language Arts** | **Let's Spell.** Nonlocomotor skills of bending, stretching, etc. Create letters and words with jump ropes to reinforce language arts. Materials: Letters and words that can be viewed via an overhead projector, posted on the classroom wall, or on flash cards. One jump rope for each child. Have the students get a single rope and move to their own space. Show one letter at a time on the overhead or point to letter on wall or use the flash cards. After showing a letter, have students make that letter with their bodies first and then make that letter with the rope. Activities that can be done after making each letter include: jump rope while reciting the alphabet up to the letter used. For example: Letter is "G," ABCDEFG and jump the rope seven times. Jump the rope with a partner and spell the words together. Have them make letters that begin with different locomotor skills, such as "G," then have students perform that locomotor skill around or over the rope. |

# Health-Enhancing Activity Development — Third Grade

## * Priority Academic Student Skills (PASS)

II. The student will have knowledge of and be able to perform the five components of fitness, e.g., muscular strength, muscular endurance, flexibility, body composition and aerobic endurance activities.

## National Standards

3. Exhibits physically active lifetime skills.

4. Achieves and maintains a health-enhancing level of physical fitness.

7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

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* Denotes (PASS)

## * Sample Benchmarks

As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to:

II.

A. Demonstrate physical activities and benefits for maintaining fitness and personal well-being.

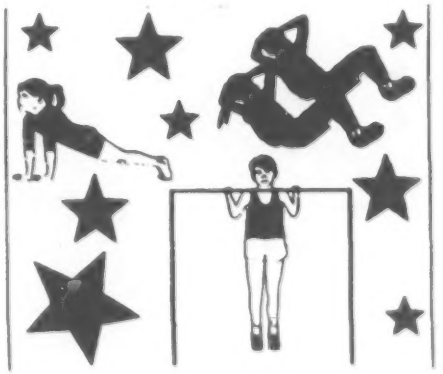
B. Identify proper and improper stretching exercises and demonstrate proper technique.

C. Sustain moderate physical activity.

D. Participate daily in vigorous physical activity.

E. Locate and name some of the various pulse points.

F. Participate in individual and group fitness activities.



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## Health-Enhancing Activity Development — Third Grade

| | Suggested Activities |
|---|---|
| **Circuit Training** | Tape alternating segments of music and silence to signal duration of exercise. Music segments (30 seconds) indicate the activity to be performed at each station. At the intervals of silence (ten seconds) announce it is time to stop and move forward to the next station. Station examples: rope jumping, tricep push-ups, agility run, hula hoop, knee touches, curl-ups, crab walk, tortoise and hare, bend and twist. |
| **Hexagon Hustle** | Outline a large hexagon shape with six cones. Place signs with directions on both sides of the cones. The signs identify the hustle activity students are to perform as they approach the sign. Alternate segments of music and silence to signal the duration of exercise. Music segments indicate aerobic activity while intervals of silence announce flexibility and strength development activities. |
| **Fastest Tag in the West** | All students are "it." On signal, everyone tries to tag everyone else. If tagged, a student must freeze, but is eligible to tag other students who pass near them. If two or more players tag each other, they are both/all "frozen." Start game over when about half of the class is frozen. |
| **Moving to the Beat** | Mark out a square area the size of a basketball court or larger with four cones. Provide enough space for students to run and jump. In the middle of the lesson, stop and have children take their pulse rate. It should be close to their target rate. Start with students walking in all directions. Tell students to run, first slowly, then gradually increase speed. They can experiment with varying speeds. Emphasize changing pace and direction. Students can then run and jump and land using a one-foot takeoff. Continue the lesson with these movements--skipping, hopping (using both feet), galloping, sliding (side to side movement) fast and slow, forward and backward, changing the lead leg, moving in circular, square, and rectangular patterns on the floor. Ask children to develop their own sequence of movements, such as running and leaping, skipping slowly, galloping fast, and hopping on the left foot and backward. Different types of jumps (high, long, rotate, one-foot takeoff, two-foot takeoff) can be introduced. Equipment, such as tennis balls and bean bags, may be introduced. For example, children can complete all movements while throwing and catching a tennis ball or bean bag. Throw and catch with one hand; throw and catch with two hands; jog, throw, and catch; jog, throw, and catch; jog, throw, jump, and catch with one hand or two hands. |

## Health-Enhancing Activity Development — Third Grade

| | Subject Integration |
|---|---|
| **Science** | Muscle/bone identification. Pulse points - teaching heart rate. Body systems.<br><br>**O2 (Oh-Two)** Divide students into groups of four or five. Arrange hoops equidistances from each other. Place four or five bean bags on the ground in the hoops. Each group has a home base (one of the hula hoops). On the signal to start the game, players try to steal an oxygen molecule (bean bag) from another team, and bring it back to their home base. Each student is allowed to carry only one oxygen molecule at a time. There is no guarding of home base. Students may take a molecule from the hoop of any or all of the teams. Oxygen molecules may not be passed or thrown. After three minutes, give the command "Freeze," and each team counts the number of captured oxygen molecules. Emphasize that all strong hearts need a good supply of oxygen for efficiency. |
| **Math** | **Math Fitness**. Equipment: Cards with math problems on one side and more good movin' music! Procedure: As music plays, students power walk or jog around the perimeter of the playing area. When music stops, students meet partner in the middle where math cards are face down. Turn over card and agree on the answer to the math problem. Perform number of designated exercises and return to jogging area.<br><br>**Group Math.** Skills: cooperation, movement. Formation: Each student is a personal space. Procedure: This is an active way to practice math facts. Have the students move around the area using a designated locomotor skill or one they choose. The teacher calls out a math problem (for example 2 x 2), the students decide on the answer (four) and form groups with that many students. Students remaining, form in a group and use body parts to signify the balance needed to reach the answer (two students, each with one hand raised, equals four). Give another math problem or have the students do an exercise in their groups (e.g., four jumping jacks) counting out loud. Variation: Give a math problem and ask the students to say the number out loud in unison. The class responds by performing certain movements such as marching in place, or toe touches.<br><br>**Domino Fitness**. Equipment: Foam dominoes (12 by 6 inches), math posters, and exercises pictured or named on cards. Procedure: Divide class into groups depending on the number of stations. The group solves the math problem then performs the activity which coincides with the answer at each station. After all group members have completed the activities at a station, they rotate to the next station. |

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## Personal and Social Skill Development — Third Grade

| * Priority Academic Student Skills (PASS) | * | Sample Benchmarks |
|---|---|---|
| IV. The student will understand the benefits that accompany sportsmanship, cooperation, and following rules. | IV. | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| **National Standards** | | A. Identify appropriate behavior for participating with others in physical activity. |
| 5. Demonstrates responsible personal and social behavior in physical activity setting. | | B. Demonstrate safety skills while participating in physical activity with or without equipment or apparatus. |
| 6. Demonstrates understanding and respect for differences among people in physical activity settings. | | C. Practice safety while participating in physical activity with or without equipment or apparatus. |
| 7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. | | |

* Denotes (PASS)

## Personal and Social Skill Development — Third Grade

| | Suggested Activities |
|---|---|
| **Team Builders** | **Alphabet Balance Beam.** Group members try to rearrange themselves alphabetically. They begin by sitting in random order on the beam. Give group members numbers to help them remember the starting order. Before the students read their instructions (the challenge card), the teacher first specifies whether the students will be alphabetized right to left or left to right, and the name to be used for the alphabetical order such as proper name, middle name, last name, mother's first name, father's first name, etc. The challenge is mastered when all group members are standing on top of the balance beam in assigned alphabetical order. You'll need a high balance beam, eight to ten tumbling mats, and one or two crash pads. Cover the entire working area with tumbling mats. All group members must remain on the beam during the task. If any person touches a mat, the floor, or the legs of the beam, the entire group must get off the beam and start over. If anyone calls another by last name or uses a put-down, the entire groups starts over. |
| **Group Discussions** | Discuss the difference between compliance and noncompliance of rules. |
| | **Subject Integration** |
| **Language Arts:** | Write the rules of a game. Keep journals. Create new rules for an old game. |
| **Health/Safety** | **Rescue 911**. Form two equal teams and have them sit behind a restraining line. Have them imagine they are in a burning house. Each team has two or three rescuers who each have a carpet square. The rescuers are standing on the fire safe spot, the gym mats on the opposite side of the activity area. On command, Rescue 911, the rescuers run to the burning house and rescue each person one by one. The rescuer must pull the victim to safety. "Victims" must remain sitting or kneeling on the carpet square throughout the entire rescue. This continues until everyone on the team is rescued. |
| **Music** | **To The Beat.** Have students pair up, find an object they want to throw and catch, and find a space. On the teacher's signal, the students are asked to throw to their partner keeping time with the beat of the music. The partner will catch the ball and throw it back to their partner in rhythm. The students should find they throw on a certain beat and catch on a certain beat. If students have difficulty throwing and catching to the rhythm, the teacher may need to stop and have them clap, stomp or use other ways to feel the beat. |

# Motor Skill and Lifetime Activity Development — Fourth Grade

## * Priority Academic Student Skills (PASS)

I. The student will perform various intermediate locomotor and nonlocomotor skills in a combination of rhythmic activities.

III. The student will participate in a wide variety of activities that involve locomotion, nonlocomotion, and the handling of various objects at a developmentally appropriate level.

## National Standards

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.

2. Applies movement concepts and principles to the learning and development of motor skills.

* Denotes (PASS)

## * Sample Benchmarks

As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to:

I. A. Participate in intermediate rhythmic activities involved in physical movement with or without music.

B. Balance safely on a variety of objects.

C. Transfer weight from feet to hands at fast and slow speeds.

D. Perform basic tumbling skills using proper form.

E. Recognize and participate in games and rhythms of various cultures.

III. A. Demonstrate intermediate jump rope skills.

B. Jump and land, throw, catch, and kick using proper techniques.

C. Hand dribble and foot dribble a ball while participating in an organized group activity.

D. Strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target and swing plane.

E. Strike a softly thrown, lightweight ball back to a partner using the head, trunk and/or limbs in various combinations.

F. Escape, catch or dodge an individual or object while moving.

G. Be introduced to survival skills concerned with being in, on and around the water.

H. Be introduced to equipment used in a variety of activities.

| | Suggested Activities |
|---|---|
| **Catch a Carp's Tail** | A game from Vietnam. This game is played much like "Capture the Dragon's Tail." The students form lines of 10-20 players. The player in the front of the line is the "Head." The last player in line is the "Tail." All of the players hold on to the hips of the player in front of them. The object of the game is for the "Head" to tag the "Tail". The players in the middle must stay together and hold on tight, as the action will be quick. Once the "Tail" has been caught, or the fish breaks, the "Tail" moves up to become the "Head" and the last player in line becomes the new "Tail." |
| **Dribble Mania** | The object of the game is to dribble the ball from one end of the gym to the other end without having the ball knocked away. All players with a ball stand on one end of the gym except for one player who is chosen to be "It". When "It" calls out "dribble," all players must dribble to the opposite end of the gym without getting the ball knocked away. "It" tries to knock away as many balls as possible. Any player whose ball is knocked away is frozen (first the player must retrieve the ball and place it between their feet at the spot where the ball was knocked away). Once a player is frozen, the feet cannot move. Players can reach out and knock away balls of other players, if players get too close. "It" continues to call out "dribble." Once the players reach the opposite end line, the game continues until there are only a few players left. Change "It" often. |
| **Basketball Tag** | One basketball for every two students. Pairs scattered, facing each other at least two giant steps apart. When the music starts, partners pass and catch a basketball. The student with the ball determines the type of basketball pass. When the music stops, the person with the basketball is "It" and tries to tag his partner with his free hand. If the tagger tags his partner, he hands the basketball to his partner. The student with the ball then turns one complete circle, giving the chased student enough time to move away. The student with the ball is now the chaser. When the music starts again, partners get together passing and catching. Each time the music starts, students must use a different type of pass. |
| **Perfect "O"** | Each student has a ball and begins the game with a perfect score of "O." On signal, students begin moving around general space. If another person or a ball is touched, a negative point is scored. Players continue to move until the signal to stop. At this time, check to see who still has a perfect "O" score. Variations: Students travel different ways, directions, speeds, pathways, and levels. |

## Motor Skill and Lifetime Activity Development — Fourth Grade

| | Subject Integration |
|---|---|
| **Language Arts** | **JUMANJI** - The object of the game is to play the entire game without being tagged. Equipment: game board, game pieces, game cards, and foam dice. As each child enters the room, the teacher whispers to the student which character they will be. The students keep the secret the entire time. The teacher reads the book to the class. The teacher tells the students playing the part of Judy and Peter to sit by the game board. All students then know the students playing the parts of Judy and Peter. The game board is situated in the middle of the room inside a large size circle. Judy and Peter sit inside the circle near the game board and the other students sit outside the circle. The teacher begins the game by having Judy roll the dice and moves the game piece. She then draws the card from the top of the card stack and calls out the game by having Judy roll the dice and she moves her game piece. She then draws the card from the top of the card stack and calls out the character on the card. The student playing that character then jumps up and begins to tag as many students as he/she can before the teacher calls out loudly JUMANJI! The other students scatter by running as character attempts to tag them. If a student is tagged they freeze until the teacher calls out JUMANJI! All students return to the outside of the circle with all the other students. The game continues until Judy or Peter finishes the game by reaching the Golden City of JUMANJI. Characters: lion, snake, rhinoceros, guide, tsetse fly, monkey, flood, and volcano. |
| **Math** | **Number Chase.** The children are divided into two teams facing each other, about three feet apart. One team is the "odd" team and the other team is the "even" team. The teacher rolls the dice (use large foam dice) into the area between the two teams. If it stops on the odd number, the "odd" team turns and runs to the safety line behind them, while the "even" team chases them and tries to tag them. If it is an even number, then the "even" team runs and the "odd" team chases. Anyone tagged before reaching the safety line switches team. |
| **Science & Safety** | **Tornado Tag** Reinforce severe weather safety awareness. Talk about safe areas to go to in case of a tornado and what to do if alone during a tornado "watch." Discuss how and when a tornado happens. Three to four players are selected to be the tornado. These players hold hands and form a circle in the center of the playing area. The other students are scattered. On the signal "Tornado Watch," the Tornado slowly circles in place. On the signal, "Tornado Warning," the tornado players release their hands and try to tag as many players as possible. After about 30 seconds an "All Clear" is called. Any of the students who were tagged now join the tornado. Variation: Have the students perform a specific locomotor skill (skipping, leaping, and galloping) during the "Tornado Watch." |

# Health-Enhancing Activity Development

**Fourth Grade**

## * Priority Academic Student Skills (PASS)

II. The student will have knowledge of and be able to perform the five components of fitness (i.e., muscular strength, muscular endurance, flexibility, body composition, and aerobic endurance activities.

## National Standards

3. Exhibits physically active lifetime skills.

4. Achieves and maintains a health-enhancing level of physical fitness.

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* Denotes (PASS)

## * Sample Benchmarks

As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to:

II.

A. Describe and participate in physical activity associated with healthy lifelong skills.

B. Participate in aerobic activity for a specified time.

C. Learn to monitor heart rate.

D. Support, lift, and control body weight in a variety of activities while practicing appropriate body alignment.

E. Regularly participate in activities for the purpose of improving fitness and physical skills.

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| | Suggested Activities |
|---|---|
| **Fitness Stations** | Establish fitness stations in the gym with exercises for developing each fitness component. For example: Station 1 - muscular strength, 16 Trojan push-ups. Station 2 - muscular endurance, climb the rope. Station 3 - flexibility, hold the butterfly stretch 15 seconds. Station 4 - aerobic endurance, jump rope. Station 5 - body composition, jog and walk two laps. |
| **Flash Card Drills** | Students are in scattered formation. The students are directed by the teacher to perform quickly a movement as a flash card is shown to the class. Touchdown Run - students pretend to carry a football and run in place. Up - students assume the "up" position in a push-up. Crab - students assume a crab position. Down - students lay on their backs. Skier - students perform ski jumps (jumping side-to-side). Jump Rope - students pretend to jump rope. Balance - students balance on one body part. Slam-Dunk - students pretend to dribble and make a slam-dunk. |
| **Jog, Jump, or Juggle** | Divide class into two groups. One group starts jogging around the outside of the cones. The other group will be inside the cones and have the opportunity to jump single ropes or juggle scarves. |
| **A Mile Runner Sleeps Here** | Challenge students to run, jog, or walk a mile. The motivational payoff is a doorknob hanger that each runner receives when the mile is complete. One hanger reads "A Mile Runner Sleeps Here." with the name of the student and the date of completion on it. |
| **Aerobic Kickball** | Divide class into two teams. Divide the batting team into three groups, (A), (B), (C). The fielding team spreads out in the field. One member of batting group (A) is up to bat and kicks a stationary ball into the field. All of batting group (A) run around all the bases. A fielder collects the ball and runs to the pitching mound. Everyone else on the fielding team runs to line up behind the player with the ball, and the ball is passed back over the heads of the fielding team. The batting group (A) has to reach home plate before the ball reaches the back person of the fielding team. A member of each batting group (A), (B), and (C) has a turn. Then the fielding and batting teams switch places. If students are used to traditional kickball, they may question this new version. Emphasize that in traditional kickball, there is a lot of standing around. This new game provides a lot more activity and involvement. Encourage cooperative and supportive behaviors. The activities of the fielders can be varied. Students can form a circle around the pitcher's mound and pass the ball around the circle. You can increase the distance between the bases so students run farther. Members of the kicking team should remain in order and not pass one another. The kicking team has the right of way on the field. |

## Subject Integration

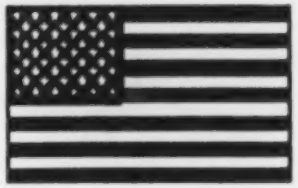
**Science & Health**

**Four Chamber Fitness.** Concept: The heart is made up of four chambers: The right atrium, right ventricle, left atrium, and left ventricle. Pre-activity: use a picture and locate the four chambers of the heart. The playing area is divided into four sections. Each quadrant will represent one of the four chambers of the heart. The students start jogging around the playing area to some upbeat music. When the music stops, the students must quickly run to one of the four quadrants representing the four chambers of the heart. The teacher, at random, calls out the name of either right atrium, right ventricle, left atrium, or left ventricle. The students who are in that quadrant get to jog a "healthy heart lap" around the gym as the other students perform a designated fitness exercise on your command. Continue the activity by playing the music while the students jog at a comfortable pace around the area.

**Cigarette Chain Tag.** Concept: The more you smoke, the more difficult it becomes to remain physically active. Pre-activity: Talk about the benefits of exercise with students. Exercise helps the body to feel good and to look good. Talk about the "bad" things that affect our health. Smoking is certainly a "bad" way to treat the body. Activity: one player is selected to be a smoker "it". This player will try and to tag the other students. If a student is tagged, he/she join hands with the smoker and continues to chase the other students. As additional students are tagged, they join the end of the "smoker's chain," thus the cigarette chain grows longer and longer making it harder and harder to move quickly. When the chain gets to be so large that the game appears to slow down, stop the game and ask the smoker what happened when more and more "cigarettes" joined the group.

**Vegetable Soup.** Students sit or stand in a circle. Each student receives a card naming a vegetable. Several students have the same vegetable. One student is in the middle of the group. This child also has a card. Teacher calls out a vegetable name and the students with that vegetable card change places before the child in the middle gets one of the open places. The student left without a place becomes the new "It". Teacher can call out "vegetable soup" and all students change places. Variation: Student can call out a "vegetable." Change to fruits, fruit basket upset.

**Social Studies**



## Subject Integration (continued)

**Walk the State Line.** Prerequisites: A review of the states and capitals. Materials: One long jump rope per child, a map of the United States, laminated individual states in the United States. Description of activity: Have each student get a long jump rope and select a state to form in their personal space. Instruct each child to make the state's shape with their long rope. Try using different balancing skills to move along the state line without falling off. Additional skills: Moving at a high, medium, and low level, walking forward, backward, sideward; moving with 2, 3, or 4 different body parts touching the floor; travel and balance an object (e.g., beanbag) on your head, back of hand, or shoulder as you move. Variations: Continue this lesson by using regions of the United States. Can you make a state with your jump rope that is part of the Plains States? Next form groups of 3-5 and have them form the states using their bodies. Form the shape of the United States with the class using the ropes and then their bodies. Jumping and hopping can be used to vary the skill or throwing to the capital in various ways. Use the overhead to project a state, and ask if anyone knows the name of the state. Have them all make the state with their rope.

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## Personal and Social Skill Development — Fourth Grade

| *Priority Academic Student Skills (PASS) | * | Sample Benchmarks |
|---|---|---|
| IV. The student will practice sportsmanship, rules, and safety factors of organized activities. | | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| **National Standards** | IV. | A. Practice and distinguish between appropriate and inappropriate behaviors for participating with others in physical activity. |
| 5. Demonstrates responsible personal and social behavior in physical activity setting. | | B. Be considerate of others in physical activity settings. |
| 6. Demonstrates understanding and respect for differences among people in physical activity settings. | | C. Identify equipment used and safety precautions necessary for participation in a variety of activities. |
| 7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. | | |

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*Denotes (PASS)

## Suggested Activities

**Cooperative Activities**

**Impulse** - in a circle, holding hands, squeeze the hands next to you. Time how long it takes to get around. Variation: close eyes, pass a sound, body movement or piece of equipment.

**Name Game** - toss ball - call name of receiver - person tosses back and says, "Thank you, Bill."

**Quick Line-Up** - in a circle or line - eyes closed, line up by height.

**Hula Hoop Relay** - in lines or circles holding hands, pass hoop down the line or around the circle without letting go of the hands.

**Back-to-Back** - when the teacher says, "Back-to-Back!" students must quickly sit back to back with person closest to them. The class has five seconds to solve this problem.

**Whistler Mixer** - the number of times the whistle is blown indicates the number of people in each group.

## Subject Integration

**Math**

**Find Your Team** - Each student has a tennis ball with a number one to ten. Students scatter around the room, moving with different locomotor movements. On a signal, find all other students having the same number and sit down with the "family." Change the movement and change the formation in which the "family" is seated. Who can make the formation first?

**Number Relay** - Squad formation for relays. Teams do not have to be even. Take your large box of tennis balls and put a number of one to ten on each ball. Spread balls on the floor opposite the squads. On the signal, the first runner runs, finds the ball with number one, and takes it back to the squad. The next runner finds number two. Continue until balls one through ten are lined up in front of their squad. First team finished is the winner. The balls must be collected in order.

**Science**

## Subject Integration (continued)

**Waves on the Ocean** - Students should position themselves around the parachute and hold it waist high. They are to demonstrate with the parachute how they interpret the ocean looking when the wind is blowing in different ways.

| | |
|---|---|
| **Calm** | Stretch the parachute tightly so there are no wrinkles. |
| **Light Breeze** | Slight ripple in the chute made by wiggling fingers. |
| **Normal Breeze** | Ripples made by a very small up and down motion of the wrist and forearms. |
| **Windy** | Short, quick ripples made by hands and arms moving up and down. |
| **Storm** | Arms moving up and down from shoulders. |
| **Hurricane** | Large, quick motion touching chute to ground and raising high over head. |
| **Water Spout or Tornado** | Tossing chute up in the air. |

Discuss the different types of wind; calm to strong. What is a storm, hurricane, etc? What is the difference between a tornado and water spout? Move from calm to tornado and then reverse to calm. Low to high intensity and back to low intensity. Place objects on the parachute to represent ships on the ocean. Substitute a towel, blanket, sheet or other cloth material for the parachute.

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# Motor Skill and Lifetime Activity Development — Fifth Grade

## * Priority Academic Student Skills (PASS)

I. The student will travel in different directions and speeds, using a variety of locomotor skills in a group without bumping into others or falling.

III. The student will participate in a wide variety of activities that involve locomotor, nonlocomotor skills, and the handling of various objects, at a developmentally appropriate level.

## National Standards

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.

2. Applies movement concepts and principles to the learning and development of motor skills.

7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

*Denotes (PASS)

## * Sample Benchmarks

As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to:

I. A. Participate in advanced/intermediate rhythmic activities involving physical movement with or without music.

B. Balance with control on a variety of moving objects (e.g., balance boards, scooters, skates, bicycles.)

C. Transfer weight from feet to hands at fast and slow speeds using large extensions (e.g., handstand, cartwheel, round off).

D. Perform basic tumbling skills using proper form and technique.

E. Identify and participate in games and rhythms of various cultures.

III. A. Demonstrate advanced/intermediate jump rope skills.

B. Hand dribble and foot dribble a ball while participating in an organized group activity.

D. Strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target and swing plane while attempting to land a ball in a large designated area.

E. Strike a softly thrown, lightweight ball back to a partner using head, trunk or limbs, in combination patterns (e.g., the pass or volley as in volleyball, the thigh in soccer.)

G. Identify survival skills concerned with being in, on, and around the water.

I. Be introduced to lifetime outdoor activities available in the state.

| Motor Skill and Lifetime Activity Development | Fifth Grade |
|---|---|
| | **Suggested Activities** |
| **La Raspa** | Teach a unit on games and dances from various cultures. La Raspa, a dance from Mexico. Partners facing each other in double circle or free space. (1) La Raspa step (eight times). Begin with right foot. (2) Elbow Swings - right elbow swing, left hand high; release elbows, clap on eight. Left elbow swing, right hand high; release elbows, clap on eight. Repeat right and left elbow. Part two may be used as a mixer, changing partners with each eight beats or after 16 beats. |
| **Team Tag** | Equipment: One ball for each game. Preparation: Mark off boundaries. The class is in single file beside the court. The first three in line will be on defense, the next three will be the offense. The two teams start at opposite ends of the court. The object of the game is to tag a player on the defending team with the ball. The team with the ball tries to trap a player on the opposing team in order to tag him/her. The player with the ball may pivot, pass or tag. The defensive team belongs to the team that did not touch it last. When a player is tagged with the ball, the game is over. The team tagged goes to the end of the waiting line. The team that wins the game becomes the defensive team in the next contest. The next three players come on the court as the offensive team. Rules: Walking with the ball is a violation; stealing the ball and body contact is not allowed; out of bound rules are the same as basketball. Penalties: The team in control of the ball must give the ball to the opposing team. The defensive team must freeze for one pass if a foul is committed. Safety Rules: Tripping is not allowed. Hitting the ball out of the hands is not allowed. |
| **Sack Ball** | Place a grocery paper bag over one partner's head. Taking only verbal cues, this player attempts to dribble to the closest basket and score. |
| **Frantic** | Any number of players in an enclosed area, such as a gym, and a lot of old tennis balls are needed for the game. You will need more balls than players. The object of the game is for players to dribble the balls with the feet and keep all of them moving all the time. Play begins with one ball for each, and another ball is added every ten seconds. Several spotters watch for non-moving balls and scream loudly when they spot one. Another person keeps time and adds more balls. After three non-moving balls have been spotted, the round is over and the length of playing time is noted. Additional rounds are played with a longer playing time as the goal. |
| **Hit the Coin** | Partners stand facing each other with a coin placed between the two. Each player strikes the ball with the hand trying to hit the coin. |

| | Subject Integration |
|---|---|
| **Social Studies** | Discuss the origin of dances and sports of other countries. Using maps, locate each country studied and find additional facts regarding the country and culture. |
| **Math** | **Catch Ball Numbers** - Equipment: Balls for each group of four to five students. Students form a circle and toss the ball gently across the circle. As the ball is caught, the students will keep the total caught. Circles can go for totals of 25, 40 or 50. Students can use multiplication. Teacher will assign a number like "six" and as the students catch the ball they multiply the number by six.<br><br>**Foxtail Math** - Equipment: One Foxtail for every two or three students scattered in open space. Students practice throwing and catching the Foxtail. All throws and catches must be made by the tail only. Points are made depending on which color of the Foxtail is caught. The hardest catch (scoring the most points) is the color closest to the ball. Assign points to each color, e.g., the color closest to the ball is five points, the next color is "three" and the color on the end is "one." Students also score points for catching the tail between two colors. If the foxtail is caught between the first two colors, students score four points. If it is caught between the last two colors, two points. See how many points partners can accumulate in a specified amount of time. Multiply catch numbers to practice multiplication. |
| **Science** | **Trip To A Volcano** (Parachute Activity) The students make a volcano (formerly called a mushroom) by lifting the chute overhead and quickly pull it to the floor, trapping the air inside. Volcanic Activity - The teacher places some red, yellow, and orange nerf balls on the parachute. With the "magma" in place, the students create the beginnings of volcanic activity (formerly called waves) by gently moving the parachute up and down. Eruption - The students begin to shake the chute up and down vigorously (popcorn) as the magma spews out of the vent of the volcano. Inside the volcano - Lead the students to a journey inside the volcano (igloo) by lifting the chute above their heads, taking two steps forward, and bringing the parachute behind their backs so they can sit on the inside edge of the crater. For an added effect, turn off the lights and have some flashlights turned on. This would be a good time for a discussion about volcanoes. |

# Health-Enhancing Physical Activity Development — Fifth Grade

| * Priority Academic Student Skills (PASS) | • | Sample Benchmarks |
|---|---|---|
| II. The student will have knowledge of and be able to demonstrate the five components of fitness, i.e., muscular strength, muscular endurance, flexibility, body composition and aerobic endurance activities. | | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| **National Standards** | II. | A. Describe and participate in physical activity associated with healthy lifetime skills. |
| 3. Exhibits a physically active lifestyle. | | B. Regularly participate in activities for the purpose of improving fitness and physical skills. |
| 4. Achieves and maintains a health-enhancing level of physical fitness. | | C. Participate in aerobic activity for a specified time. |
| | | D. Support, lift, and control body weight in a variety of activities while practicing appropriate body alignment. |
| | | E. Monitor heart rate before and after activities. |

* Denotes (PASS)

## Suggested Activities

**Draw Two**

With students in exercise formation, have one student leader come to the front of the class and draw one card from each of two piles. One pile of cards has different exercises to be performed. The other pile of cards will indicate the number of repetitions. For example, one card could say "curl-ups" and the other card may indicate "15." The student leader would then lead the students in performing 15 curl-ups.

**Partner Jog**

Students with partners at designated places along the sidelines. When the music starts, one partner will begin jogging around the gym. While the player jogs, the other partner does his or her choice of specific exercises: jumping jacks, side leg lifts, etc. When the first player returns, the partner's switch places. Continue this activity through one song for a quick warm-up.

**Crazy Sprints**
**(Wind Sprints)**

Students run between cones, each time doing something different. For example:
- Run and turn in middle;
- Run and touch elbow and run;
- Run, touch with forehead, run;
- With hoop in center of room, run, touch one foot in hoop, run;
- Run, jump over hoop, run (jump different ways);
- Jump over turning rope - one long rope in middle of room.

| | Subject Integration |
|---|---|
| **Math** | **Flash Card Madness** - Students work with a partner. Several flash cards are at each station with different activities to perform. The correct answer of the math problem indicates the number of repetitions of the activity.<br><br>**Jumpin' Jack Flash** (revised "rock, paper, scissors") Students form pairs and stand facing each other. Each child makes a fist and shakes it three times (palm facing down) with partner. On the third shake, the partner sticks out any number of fingers (zero to five). The object is to add your number of fingers to your partner's number of fingers and yell out the answer first. The person who answers correctly first, gets to do that many jumping jacks or other designated exercise.<br><br>**Math Fitness** - Students form pairs. As the music plays, students power walk or jog around the perimeter of the playing area. When music stops, students meet partner in the middle where math cards are face down. The pair agrees on the answer to the math problem, performs that number of designated exercises and returns to jogging area. |
| **Science** | **Muscle Mania** - Select two players to be the taggers who stand in the middle of the play area. All other players start behind one of the end lines. The teacher will assign each non-tagger a muscle (example: biceps, quadricep, trapezius, abdominal). Use no more than four or five muscles. When the teacher calls the name of their muscle, the players try to cross to the opposite side without being tagged. If tagged, that player freezes and touches the muscle named on their body. They remain tagged until another player can untag them. Change taggers when needed.<br><br>**Pulsating** - You will need a stopwatch, handout, pencil for each child, CD/tape player, and a variety of music that has different tempos. Prerequisite: Practice taking and recording heart rate. After students enter the area, have them sit in their own personal space. Review with them how to take their pulse for ten seconds as they are sitting in a resting position. Multiply that number by six and then record their resting heart rate on the handout. Have students put handout and pencil in a safe place on the side of the activity area and ask the students to walk around the general space for a while to the pace of the slow soothing music. Have the students stop, take their pulse, and record the results on the handout. Next, have students skip or jog around the space to the music (up-tempo). Record the results on the handout. Then, have students move at a fast pace with lots of energy. After a few minutes, stop, take the pulse, and record on the handout. Now it is time to reverse the process and begin to lower the pulse using slower paced music. Each time use music that corresponds to the desired pace by: moving semi-quickly, take pulse and record; moving slowly, take pulse and record; sitting down resting, take pulse and record. For closure, discuss the results while seated. Why did we do this? What did this demonstrate? |

# Personal and Social Skill Development — Fifth Grade

## * Priority Academic Student Skills (PASS)

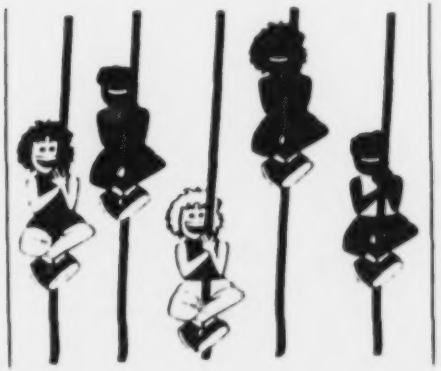
IV. The student will understand the benefits that accompany sportsmanship, cooperation, and following rules.

## National Standards

5. Demonstrates responsible personal and social behavior in physical activity setting.

6. Demonstrates understanding and respect for differences among people in physical activity settings.

7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.



* Denotes (PASS)

## * Sample Benchmarks

As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to:

IV.

A. Practice and distinguish between appropriate and inappropriate behavior for participating with others in physical activity.

B. Be considerate of others in physical activity.

C. Identify equipment used and safety precautions necessary for participation in a variety of activities.

## Personal and Social Skill Development — Fifth Grade

### Suggested Activities

**Alphabet Game**

Students sit in a circle. One student begins the game by saying "I can't go to school to day because. . . or "I can't go to work today because . . . "They fill in the blank with a word beginning with an "A" the next person with a "'B" etc.

**Balloon Activity**

In groups students attempt to keep the balloon in the air. Each group has one balloon. They clasp hands and keep the balloon up in the air by striking with their hands only. Next, strike with hand and head. Then hand and foot. Have the groups lie down and attempt to keep the balloon up. The main objective is to work together as a team.

**Group Juggling**

Divide the class into groups of five or six students and have them get into circle formation. The ball is passed from the leader to student by student so that each member of the group gets to touch the ball once before it gets back to the leader. Establish a pattern! Once this has been practiced successfully several times see what the group can do with two balls.

**Quick Lineup**

Four teams line up front to back in four separate lines, one facing the leader, one behind the leader, one at the right side and one at the left side of the leader. The leader may spin in place or may move to another place in the area. After they complete this move, the leader says, "Quick Lineup" and the teams must line up in the same position that they were in at the beginning. As soon as the teams are in their original order, they raise hands and shout "yes!"

### Subject Integration

**Language Arts**

**Good Sportsmanship Slogan**. May is "National Physical Education and Sports Month." Have your students make a bulletin board by creating poems, raps, posters, or slogans. The students in each class can work independently or cooperatively in small groups. The task is to design a meaningful slogan using the letters in the words - "good sport."

G - Get along with others
O - Offer helpful comments
O - Others feelings are important too
D - Don't argue
S - Stay in control
P - Play fair
O - Only give your best
R - Referee's decision is final
T - Take turns

## Subject Integration (continued)

**Math**

**Countdown**. Object is to countdown from 30 to 0 without saying numbers at the same time. Sit in a circle. Students randomly call out a number beginning with 30. They must be in numerical order. Start over when two people say the number at the same time. Variation: Use other number sequences.

**Nutrition**

**Nutrition Addition**. All students pick a food label and take it to their personal space. Students look for nutrition information specified by the teacher (fat, sugar, salt). On signal, all students begin to do jumping jacks to match the number grams. Stay together and count out loud. Sit down when they have completed their number. Zero grams sit down immediately. Show pictures to class of high and low. Group by high, medium, and low.

Low fat vs. high fat foods. Scatter food pictures around the area. On signal, students move my designated movement. Upon stop signal, pick up closest food. Children decide whether it is a high or ow fat food. They then move accordingly around the general space with the picture showing. High fat food means to skip, low fat means to walk.

## Lifetime Health and Fitness — Grades 3-5

### ASSESSMENT CHECKLIST √
### Grade 3

Students Name: _____ Date: _____ Teacher: _____ School: _____

### MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT

| | | |
|---|---|---|
| RATING SCALE | Not Yet | Child cannot demonstrate skill or behavior at this time. |
| | In Progress | Child demonstrates skill or behavior intermittently. |
| | Regularly | Child can demonstrate skill or behavior consistently. |

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Throws, catches, and kicks using mature motor patterns. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Hand dribbles a ball with control. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Foot dribbles a ball with control. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Strikes with the forearm and foot, a softly thrown ball back to a partner. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |



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## Lifetime Health and Fitness — Grades 3-5

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Balances in control on a variety of objects. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Combines several traveling movements in a variety of activities. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Strikes a soft ball with a bat or paddle using proper striking form. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑. |
| • Avoids or catches an individual or object while traveling. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Develops movement concepts into sequences. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Demonstrates knowledge of space, effort, and relationships of movement. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

## Lifetime Health and Fitness — Grades 3-5

Students Name: _____ Date: _____ Teacher: _____ School: _____

### HEALTH-ENHANCING ACTIVITY DEVELOPMENT

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Works independently in pursuit of personal fitness goals. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Identifies the benefits of participation in physical activity. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Maintains continuous aerobic activity for specified time. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Participates in activities for improvement of health-related fitness. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Identifies activities related to health-fitness components. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

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## Lifetime Health and Fitness — Grades 3-5

Students Name: _____ Date: _____ Teacher: _____ School: _____

### PERSONAL AND SOCIAL SKILL DEVELOPMENT

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Works cooperatively with a partner and in small groups. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Appreciates differences in others. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Works independently and on-task for longer periods of time. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Enjoys participation in physical activity. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Interacts well with others while participating in activity. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

## ASSESSMENT CHECKLIST √
## Grades 4-5

Students Name: _____ Date: _____ Teacher: _____ School: _____

### MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT

| RATING SCALE | | |
|---|---|---|
| | Not Yet | Child cannot demonstrate skill or behavior at this time. |
| | In Progress | Child demonstrates skill or behavior intermittently. |
| | Regularly | Child can demonstrate skill or behavior consistently. |

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Demonstrates mature form in selected locomotor skills. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Demonstrates mature form in selected nonlocomotor skills. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Demonstrates mature form in selected manipulative skills. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Improvement in striking skills with paddles, volleying, and dribbling. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Combines movement skills in applied settings. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

## Lifetime Health and Fitness — Grades 3-5

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Combines several traveling movements in a variety of activities. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Hand dribbles and foot dribbles with control traveling within a group. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Strikes consistently a softly thrown ball with a bat or paddle. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Balances with control on a variety of objects. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

## Lifetime Health and Fitness — Grades 3-5

Students Name: _____ Date: _____ Teacher: _____ School: _____

### HEALTH-ENHANCING ACTIVITY DEVELOPMENT

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Works independently in achievement of personal fitness goals. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Participates regularly in vigorous activity to develop a healthy lifestyle. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Associates results of fitness testing to personal health status and ability to perform a variety of activities. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Applies health-related fitness components with a variety of activities. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Shows improvement in health-related fitness components. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

## Lifetime Health and Fitness — Grades 3-5

Students Name:_____ Date:_____ Teacher:_____ School:_____

### PERSONAL AND SOCIAL SKILL DEVELOPMENT

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| • Works independently on task. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Works cooperatively with a partner or small group. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Uses physical activity as a means of self-expression. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Enjoys participation in physical activity. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Enjoys practicing activity for improvement. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Interacts well with others while participating in activity. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |
| • Follows rules, procedures, and etiquette with little prompting. | Not Yet | ❑ | ❑ | ❑ | ❑ |
| | In Progress | ❑ | ❑ | ❑ | ❑ |
| | Regularly | ❑ | ❑ | ❑ | ❑ |

# Lifetime Health and Fitness — Grades 6-8

## a curriculum for PHYSICAL EDUCATION

The *Lifetime Health and Fitness Curriculum* emphasis for students in Grades 6-8 will be a continued refinement of locomotor, nonlocomotor, and manipulative skills used for participation in a variety of physical activities, with an equal emphasis placed upon health-enhancing and lifetime skill activities. In addition, as students begin to participate more in sport and game-type activities, strong emphasis will be placed on personal and social development behaviors in the physical education setting, school, and community.

As a result of the intrinsic benefits of participation, students will begin to develop the pursuit of lifelong physical activities that meet their specific needs for developing and maintaining healthy lives in and out of the school setting. Personal and social skill development in physical education will enhance opportunities for growth in courage, citizenship, teamwork, respect for others, self-control, school pride, loyalty, self-esteem, sportsmanship, and perseverance.

Program goals are divided into three categories: **Motor Skill and Lifetime Activity Development; Health-Enhancing Activity Development; and Personal and Social Skill Development.** Each of these categories should receive equal emphasis at these grade levels, utilizing developmentally appropriate practices, meaningful assessment, and quality programming for all students. Each of these categories will be emphasized, with more emphasis placed upon motor skill development. The curriculum will follow the ***Priority Academic Student Skills (PASS)***, include the National Standards for Physical Education from the **National Association for Sport and Physical Education (NASPE)**, and provide **Benchmarks** for the standards at each grade level.

The goal of this curriculum is to assist each student to become a physically educated person as identified by NASPE. A physically educated person is one who:

**HAS LEARNED** skills necessary to perform a variety of physical activities.
**IS** physically fit.
**PARTICIPATES** regularly in physical activity.
**KNOWS** the implications of and benefits from involvement in physical activity.
**VALUES** physical activity and its contribution to a healthful lifestyle.

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## Lifetime Health and Fitness Goals — Grades 6-8

- **MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT**

Motor skill and lifetime activity development refers to the basic fundamental movement patterns that are necessary to perform a variety of physical activities that will carryover into adulthood for a physically active lifestyle.

- **HEALTH-ENHANCING ACTIVITY DEVELOPMENT**

Health-enhancing activity refers to regular physical activity that results in substantial improvement in health and well being. The intent of health-enhancing activity as a curriculum goal is to establish patterns of regular participation in meaningful physical activity.

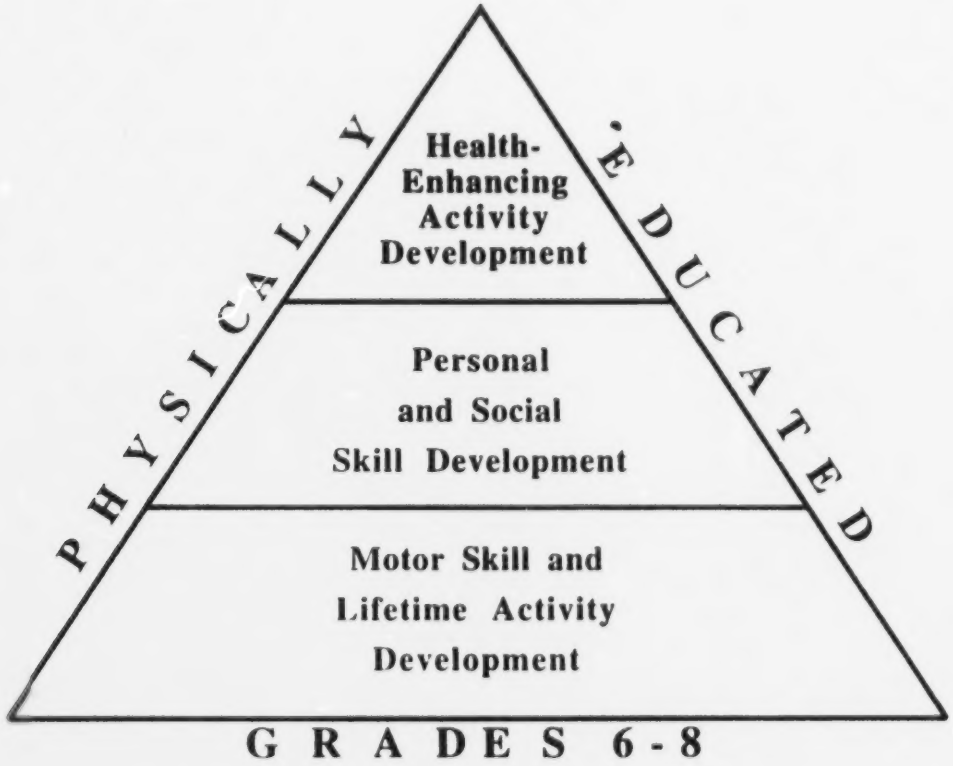
Health-related fitness components include: **cardiovascular endurance; muscular strength and muscular endurance; flexibility; and body composition.** Emphasis is placed on the attainment of a fitness level that allows effective and efficient functioning in school, work, and leisure time. It is important that the knowledge base and principles are applied in developing and maintaining total fitness in the pursuit of a healthy lifestyle.

- **PERSONAL AND SOCIAL SKILL DEVELOPMENT**

Personal and social skill development refers to cooperation, teamwork, etiquette, and ethical behavior during participation in physical activity. Character traits will be addressed and developed throughout the curriculum. Those traits include sportsmanship, loyalty, cooperation, compassion, diligence, self-respect, self-control, courtesy, honesty, fairness, and respect for others.

## THE CONCEPTUAL FRAMEWORK

Equal emphasis will be placed upon the curriculum goals for students in Grades 6-8. The three curriculum goals serve as guidelines for the content of developmentally appropriate activities for each grade level. The pyramid below indicates that each of the goals should receive equal emphasis in Grades 6-8.



# Motor Skill and Lifetime Activity Development — Sixth Grade

## * Priority Academic Student Skills (PASS)

I. The student will travel in different directions and speeds using a variety of locomotor skills in a group without bumping into others or falling.

III. The student will participate in a wide variety of activities that involve locomotor, nonlocomotor skills, and the handling of various objects at a developmentally appropriate level.

## National Standards

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.

2. Applies movement concepts and principles to the learning and development of motor skills.

* Denotes (PASS)

## * Sample Benchmarks

As a result of participating in quality physical education program, it is reasonable to expect that the student will be able to:

I. B. Executive smooth sequences that combine traveling, rolling, jumping, balancing, and weight transfer with intentional changes in speed and flow.

III. B. Consistently throw, catch, hand and foot dribble an object while guarded by opponents.

C. Throw and strike a variety of objects demonstrating both accuracy and distance (e.g., saucer-shaped discs, footballs).

## Motor Skill and Lifetime Activity Development — Sixth Grade

### Suggested Activities

**Soccer**

Partner challenges (e.g., dribble a soccer ball using a curved pattern; change speed while dribbling; dribble and look up occasionally; play keep-away; soccer challenge stations; indoor/outdoor soccer).

**Stunts and Tumbling**

Balance using various pieces of equipment (e.g., balance beams, balance boards, headstands, handstands, presses, scales, cartwheels, roundoffs, partner stunts, pyramids).

**Rhythmic Activities**

Jump bands, jump ropes, Chinese ropes. Create a routine using music.

**Bingo Basketball**

Number of players (any number per team). One team per basket. One basketball per group. One score card (same) per group. Means of drawing numbers. Set-Up: Each basket is marked with five different shooting areas. Mark each shooting area with a letter. Rules: Draw a letter and number (e.g., C-16), and read aloud to the class. Each team lines up in single file behind the letter (C). On the signal, the players shoot in turn from behind the (C). Each player gets his/her own rebound and returns to the end of the line. The first team scoring 16 baskets may cover the C-16 space on its score card. The winner is the first team to cover five numbers in a row (horizontally, vertically, or diagonally).

### Subject Integration

**Social Studies**

Students research the history of soccer, gymnastics, or Chinese jump rope.

**Science**

Study the way different equipment is made for specific use. Understanding measurements and specific design for activity.

**Music**

Study the beat, tempo, and time of various music selections used for activity.

# Health-Enhancing Physical Activity Development — Sixth Grade

| * Priority Academic Student Skills (PASS) | * | Sample Benchmarks |
|---|---|---|
| II. The student will recognize the importance of and demonstrate health-related fitness components, i.e., cardiovascular endurance, flexibility, muscular strength, and endurance and body composition. | | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| | II. | B. Identify proper and improper stretching exercises and will demonstrate proper technique. |
| | | C. Identify benefits of participation in different forms of physical activities. |
| | | D. Monitor heart rate before, during, and after activity. |

**National Standards**

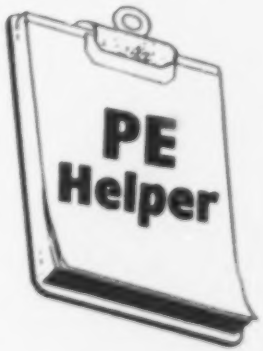
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.

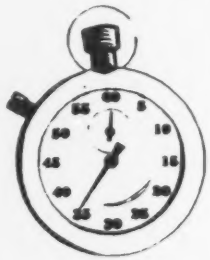
* Denotes (PASS)

## Health-Enhancing Physical Activity Development — Sixth Grade

| | Suggested Activities |
|---|---|
| **Task Cards** | Leader identifies a variety of warm-up activities for specific muscle groups. |
| **Fitness Stations** | Muscular strength and endurance activities. Medicine ball toss to partner. |
| **European Running** | Monitor heart rate while participating in various activities; target heart rate; resting heart rate; recovery heart rate. |
| **Weights (personal)** | |
| **Dynabands** | Helpful hints: Use a full range of motion with each exercise and pace yourself. Maintain good body alignment. To increase difficulty, simply double the band to double the tension. Exhale following each repetition. Exercise samples:<br>**Standing** — Perform ten curls under right foot with right arm. Perform ten curls under left foot with left arm.<br>**Sitting** — Place under feet and pull back, two sets of ten. In straddle position, pull to each side (inside and outside).<br>**(Lats)**<br>**Standing** — Perform ten curls under right foot with right arm. Perform ten curls under left foot with left arm.<br>**Sitting** — Place under both feet and curl ten times. Repeat with legs lifted slightly.<br>**Lying on side** — Tie band in a circle. Place band around knees. Lift upper leg ten times, roll to the opposite hip and repeat. Move band down to ankles and repeat lifts.<br>**Sitting** — At desk or on floor, place band around ankles and move apart ten times. Tie knotted band around the leg of your chair and pull over the back of the chair.<br>**Standing** — Perform dance steps. Invent a new exercise. |
| **Sports Skill Aerobics** | Create routines to music using sport skill movements (e.g., soccer, basketball, football, etc.). |
| **Body Mass Index - Skin fold calipers** | Take skin fold measurements of students. |

| | Subject Integration |
|---|---|
| **Science** | Identify and describe the function of the cardiorespiratory system and the muscular system.<br>Discuss the effect of exercise on the cardiovascular system.<br>Fitness stations and task cards - heart rate monitoring and muscle group identification.<br>Dynabands - Describe the effect of resistance on various muscle groups involved in stretching activity. |
| **Math** | Calculate heart rate and the caloric value of activities. |
| **Language Arts** | Keep a personal journal of fitness activities. Write a story describing your fitness improvement. |



## Personal and Social Skill Development — Sixth Grade

### *Priority Academic Student Skills (PASS)

IV. The student will apply the appropriate safety rules and precautions inherent to physical education.

### National Standards

5. Demonstrates responsible personal and social behavior in physical activity setting.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

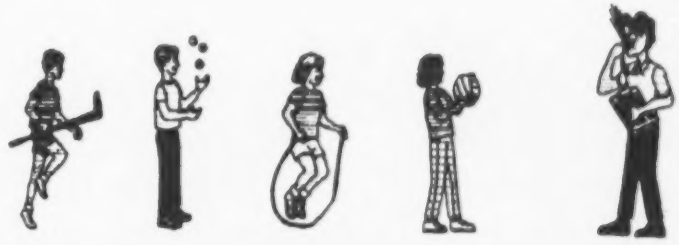
* Denotes (PASS)

### * Sample Benchmarks

As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to:

IV.

A. Design and play small group games that involve cooperating with others.
B. Apply rules and etiquette in physical activities.
C. Participate with and show respect for person of like and different skill levels.
D. Respect physical and mental limitations of others.
E. Accept and respect the decisions made by game officials, whether they are classmates, teachers, or volunteers.



| | Suggested Activities |
|---|---|
| **Team Builders** | Small groups are given five pieces of equipment (beanbag, hoop, wand, etc.) Give a category (e.g., fast food restaurant) students construct a structure using equipment of their choice. Students with the teacher may judge the structure. |
| | Given a piece or pieces of equipment, design an activity. Create a new game. |
| | Knots, group juggling. |
| **Adaptive** | Modify an activity (scooters, basketball, volleyball) so that everybody can play. |
| **Officiating** | Officiate a group game. |

| | Subject Integration |
|---|---|
| **Language Arts** | Write rules for a new game. Write safety rules to keep you safe while participating in physical activity. |
| **Math** | Include for your new game - a time limit, boundaries, equipment, scoring. |
| **Social Studies** | Multicultural games, such as, korf ball, and bocce ball. |

# Motor Skill and Lifetime Activity Development — Seventh Grade

## * Priority Academic Student Skills (PASS)

I. The student will perform various advanced/intermediate locomotor and nonlocomotor skills in a combination of rhythmic activities.

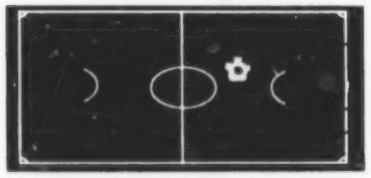
III. The student will demonstrate a wide variety of activities that involve locomotor, nonlocomotor skills, and the handling of various objects at a developmentally appropriate level.

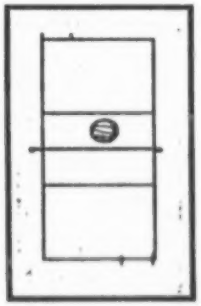
## National Standards

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.

2. Applies movement concepts and principles to the learning and development of motor skills.

7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.





* Denotes (PASS)

## * Sample Benchmarks

As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to:

I. B. Execute smooth sequences that combine traveling, rolling, jumping, balancing, and weight transfer with intentional changes in speed and flow.

III. B. Consistently throw, catch, hand and foot dribble an object while guarded by opponents.

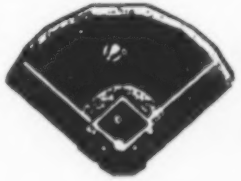
C. Throw and strike a variety of objects demonstrating both accuracy and distance (e.g., saucer-shaped discs, footballs).

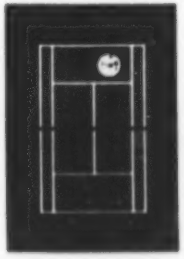
D. Consistently strike a ball so that it travels in an intended direction and height using a long handled implement.

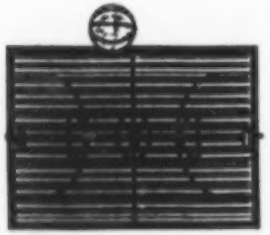
E. Use basic skills in modified net games and invasive games (soccer, basketball).

F. Consistently strike a ball to a wall or a partner with a paddle/racket using both forehand and backhand strokes.

G. Volley an object in a small group, without catching it (e.g., balloon, ball, foot bag).







| | Suggested Activities |
|---|---|
| **Four Way Volleyball** | Nets of rope or plastic flags are strung like two volleyball nets that intersect in the middle. Players are divided into four teams, and each team plays in a quarter of the court. Use beach balls. The object is to keep a ball from hitting the floor in your team's section of the court. The team with the lowest score at the end of playing time is the winner. Begin with one ball and add several others according to the number and skill of the players. |
| **Volleyball "Variations"** | After students have completed basic individual skills and drills, some time can be devoted to the following group variations: Single Skill Volleyball; once a skill is selected, e.g., bumping, the ball can only be returned using that particular skill. Sit-Down Volleyball; this variation is played on either knees or seats. Balls may only bounce once before contact is made. A maximum of three hits per side is allowed. Blanket Volleyball; in this variation use the same rules as "Four-Square Volleyball." The difference here is that the ball is caught and tossed from a blanket. Blind Volleyball; drape a sheet or parachute over the net. This game calls for quick reflexes, as students can't see the ball until the last second. |
| | **Subject Integration** |
| **Geography** | Geography Golf. Purpose of activity: To have students practice their knowledge of state and capitals while at the same time working on motor skills. This activity also promotes working together in small groups. Materials needed: Stand up target for the capitals (cones work well), carpet squares for teeing areas, ropes to outline states, saucer shaped disks (preferably foam), pencils and paper, cards to identify the hole they are on, scorecards.<br><br>Description of the activity/task: The students will work together to build golf holes and incorporate their knowledge of states and capitals. Have three/four students get together privately and decide which state they would like to make for their golf hole. They also need to know what the capital of that state is. Then they are to get 8-12 jump ropes, a cone, and a card which they will write the number of the hole. They are to build that state using the jump ropes as the border of the state and then put the cone where the capital should be. Give them five minutes to do this. They are not to tell anyone the name of their state and capital! While they are doing this the teacher can take cones and put up the teeing areas based on where the students are putting together their state. Make some holes longer than others. |



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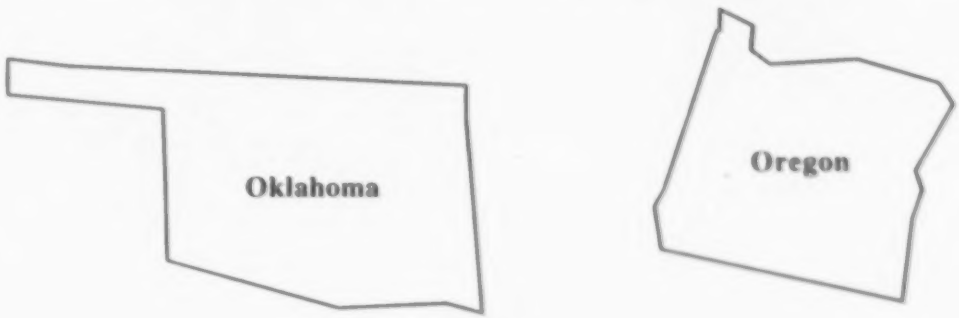
**Geography Golf**

## Subject Integration (continued)

Have the students return to you as a group. They are to get a partner, a scorecard, and a saucer shaped disk. Have the students start at any hole they want. They decide who will throw first and then they alternate throwing the disk trying to hit the cone in the state. Tell them they must hit the cone "on the fly." The disk cannot roll and hit a state. Students throw from where the disk lands and not where it rolls. The object is to hit the state capital in the least amount of throws. At each hole or tee have the students record number of throws on their scorecard. Also, have the students record their guess as to which state and capital for each hole. Tell them to keep their guesses a secret. Upon completion, have the students write their collective score on the board and their guesses at the states and capitals. Conduct a discussion. Variations: To make the game more difficult, put obstacles around the capital. Use hockey, kicking, or over and underhand throwing skills instead of disk throwing. Safety Tips: Tell students who are not throwing to be on the lookout for stray disks. You may want to introduce the term "Fore" as used in golf.



# Health-Enhancing Physical Activity Development — Seventh Grade

| * Priority Academic Student Skills (PASS) | * | Sample Benchmarks |
|---|---|---|
| II. The student will recognize the importance of and demonstrate health-related fitness components, i.e., cardiovascular endurance, flexibility, muscular strength and endurance, and body composition. | | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| | II. | A. Recognize the components of a fitness program. |
| | | B. Identify proper and improper stretching exercises and will demonstrate proper technique. |
| | | C. Identify the benefits of participation in different forms of physical activities. |

**National Standards**

3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.

* Denotes (PASS)

**Physical Fitness**

**Two by Two's Fitness Fun**

## Suggested Activities

Prudential Fitnessgram; Physical Best (AAHPERD).

**Purpose of Activity:** To help improve students muscular strength, while at the same time giving students the opportunity to work together in an attempt to complete a common goal.
**Materials Needed:** For a class size of 40 you will need four jump ropes, 20 five-pound dumbbells, one gymnastic mat, a pencil, and one copy of the two by two's worksheet for each student. (If you do not have the dumbbells, try substituting cut up strips of puke inner tubes.
**Description of the Activity/Task:** Provide each student with a copy of the two by two's worksheet below. Listed on the handout are 15 different tasks. While teaming with a new partner for each task each student is to attempt to complete the entire sheet of fitness activities. Each time a task is completed the two partners should check each other's sheet. After the completion of one task, the students should find someone new to do a different task with. Add music if you can.
**Teacher Focus:** Look to make sure they are using the proper form while completing these tasks.

### Two by Two's Fitness Worksheet

**Student Name:** _____ **Grade:** _____

**Directions:** Find a partner and complete one of the following tasks. Sign each other's sheet and find a new partner to complete another task. Continue finding new partners and completing one task until the allotted time is completed. I will be watching for proper form and cooperation.

1. You and partner do 15 push-ups. _____
2. You and partner have an arm wrestle. _____
3. You and partner do 15 shoulder presses. _____
4. You and partner do 25 jumping jacks. _____
5. You and partner do 10 right arm curls. _____
6. You and partner do 20 crunches. _____
7. You and partner do 10 right arm frontal extensions. _____
8. You and partner do 15 tricep extensions.
9. You and partner do 10 right arm lateral extensions. _____
10. You and partner high 5 your physical education teacher. _____
11. You and partner do 10 left arm frontal extensions. _____
12. You and partner do 10 left arm curls. _____
13. You and partner jump rope for one minute. _____
14. You and partner take your heart rate for one minute. _____
15. You and partner do a one minute routine to music. _____

| | Subject Integration |
|---|---|
| **Science** | Discuss the functions of the various systems of the body while engaged in exercise bouts (cardiovascular, muscular, digestive, endocrine, etc.). Differentiate among the various weight training techniques (isometrics, isotonic, isokinetic) and explain the importance of each. Identify and discuss the lifestyle diseases associated with inactivity and low fitness levels. Discuss the importance of nutrition and its role in weight management. |
| **Math** | Calculate and monitor heart rate; chart repetitions and load in weight training; calculate caloric intake; chart or graph fitness test results. |
| **Language Arts** | Research and write a report on diseases associated with hypokinetic activity. Research and write a report on diseases prevalent in other countries. |

## Personal and Social Skill Development — Seventh Grade

| *Priority Academic Student Skills (PASS) | * | Sample Benchmarks |
|---|---|---|
| IV. The student will apply the appropriate safety rules and precautions inherent to physical education. | | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| **National Standards** | IV. | A. Design and play small group games that involve cooperating with others. |
| 5. Demonstrates responsible personal and social behavior in physical activity setting. | | B Apply rules and etiquette in physical activities. |
| 6. Demonstrates understanding and respect for differences among people in physical activity settings. | | C. Participate with and show respect for persons of like and different skill levels. |
| 7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. | | E. Accept and respect the decisions made by game officials, whether they are classmates, teachers, or volunteers. |

* Denotes (PASS)

| Personal and Social Skill Development | Seventh Grade |
|---|---|
| | **Suggested Activities** |
| **Self Assessment** | Health-related and sport-related fitness stations. Assess and monitor personal goals, attitudes and feelings about exercise. |
| **Catching Fitness Fever** | **Description:** Many times people who are not very physically active have low self-confidence. To help students feel better about themselves and their abilities, and to become more physically fit, students will record their physical activity for one month. Students will be required to take part in a minimum of three vigorous physical activities per week.<br>**Goal:** To understand what being physically fit can do for them.<br>**Objectives:** The students will compare and contrast the way they feel about themselves *before* and *after* this month long project. The students will list three reasons why being physically fit is important to them.<br>**Background Information**: Physical fitness not only produces a higher self-esteem, it also reduces the risk of cardiovascular disease. Not to mention that working out is a great way to relieve stress. This lesson will teach the students how being physically fit can help them live a more positive life.<br>**Concepts:** Students will be able to identify reasons why being physically fit is important for them, and relate the importance of being physically fit now with their health in the future.<br>**Materials:** Journal books, positive attitudes.<br>**Procedure:** Tell students to write down how they feel about themselves (as a person) and how confident they are in their abilities. Insure the students this will be seen only by the teacher. Have students participate in three to four vigorous physical activities per week. Students will record these activities in their journal each day. Tell the students to acquire their parents signature for proof. During the month, do in class studies on how being physically fit can reduce the risk of cardiovascular disease. At the end of this month long project, have students write down how they feel about themselves (as a person), and how confident they are in their abilities. Students will compare and contrast how they felt about themselves before this project and how they feel now.<br>**Assessment:** Students will list three reasons why being physically fit is personally important to them. Students will explain how being physically fit can effect their future. Have students write down how this project has affected them as a person. |

## Personal and Social Skill Development — Seventh Grade

| | Subject Integration |
|---|---|
| **Language Arts** | Write an essay describing problem solving skills and include analysis and possible solutions to problems arising during physical activity. Write an essay on sportsmanship. Report on a sport popular in another culture. |
| **Math** | Record, monitor, and graph fitness scores. Record statistics associated with various games. |
| **Social Studies** | Play a sport popular in another country. |
| **Science** | Describe how physical development (growth and height) affect participation in physical activities. |

# Motor Skill and Lifetime Activity Development — Eighth Grade

| * Priority Academic Student Skills (PASS) | * | Sample Benchmarks |
|---|---|---|
| I. The student will design and perform rhythmic activities involving physical movement with or without music, encompassing a variety of multicultural forms of movement and/or manipulative objects (e.g., hiking, jumping rope, creative movement).<br><br>III. The student will continue to demonstrate locomotor, nonlocomotor, and handling skills at the developmentally appropriate level. | | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to:<br><br>I. A. Demonstrate smooth sequences that combine traveling, rolling, jumping, balancing and weight transfer with intentional changes in speed and flow.<br><br>B. Design sequences demonstrating rhythmic movement incorporating the manipulation of objects.<br><br>III. B. Combine skills competently to participate in modified versions of team and individual sports.<br><br>C. Use and analyze offensive and defensive strategies in physical education games and strategies.<br><br>D. Explore introductory outdoor activities (e.g., orienteering, hiking, cycling). |
| **National Standards** | | |
| 1. Demonstrates competency in many movement forms and proficiency in a few movement forms.<br><br>2. Applies movement concepts and principles to the learning and development of motor skills. | | |

* Denotes (PASS)

| Motor Skill and Lifetime Activity Development | Eighth Grade |
|---|---|
| | **Suggested Activities** |
| **Rhythm/Coordination** | Rhythmic routine and group activity, e.g., folk dance, square dance, line dance. |
| **Gymnastics** | Gymnastic activities: Balance beams, bars, mats, side horse. Stunts, tumbling activities. |
| **Outdoor Adventure** | Outdoor activities (hiking, fishing, ropes course, camping, archery, badminton, golf). |
| **Sport Jamboree** | **Activity:** Number students one to five as they line up around a basketball court to an area 40 x 30 yards. Tell students to jog around the court. Explain that when you blow the whistle, you will call out a number and specify an activity. For example, call out, "fives and basketball." Students with that number run into the court and dribble a basketball down the court and try to score as many baskets as possible. The remainder of class keeps moving in different ways, such as fast walking, jogging, galloping, or skipping. After 30 seconds of the sport skill, the students move back to the outside, then call another number.<br>**Teaching Tips:** If students wish to pass others, they may do so on the outside of moving students. Periodically call "slow walk" or "water break" to avoid extreme fatigue. For a variation call out two numbers at a time and specify different activities for each number. Keep a checklist to track the numbers that you call out.<br>**Examples of basketball activities:** Dribble and shoot at one end, and dribble to other end and shoot. Stand on the free throw line and shoot. Set up two cones and dribble back and forth as quickly as possible.<br>**Examples of soccer activities:** Pass a soccer ball with a partner (move up and down the court with the ball). Dribble a ball on lines of the court or playground. Toss ball in the air, receive, control, and dribble. Dribble around four cones in the middle of the court. |
| **STXBall or Soft Lacrosse)** | See on the following pages (116-119). |
| | **Subject Integration** |
| **Math** | Patterning and sequencing of choreographed dances. |
| **Science** | Discuss how the scientific principles associated with spin and rebound apply to various sport skills (kicking, throwing, striking). |
| **Social Studies** | Folk dances from other countries. |

## STXBall or Soft Lacrosse

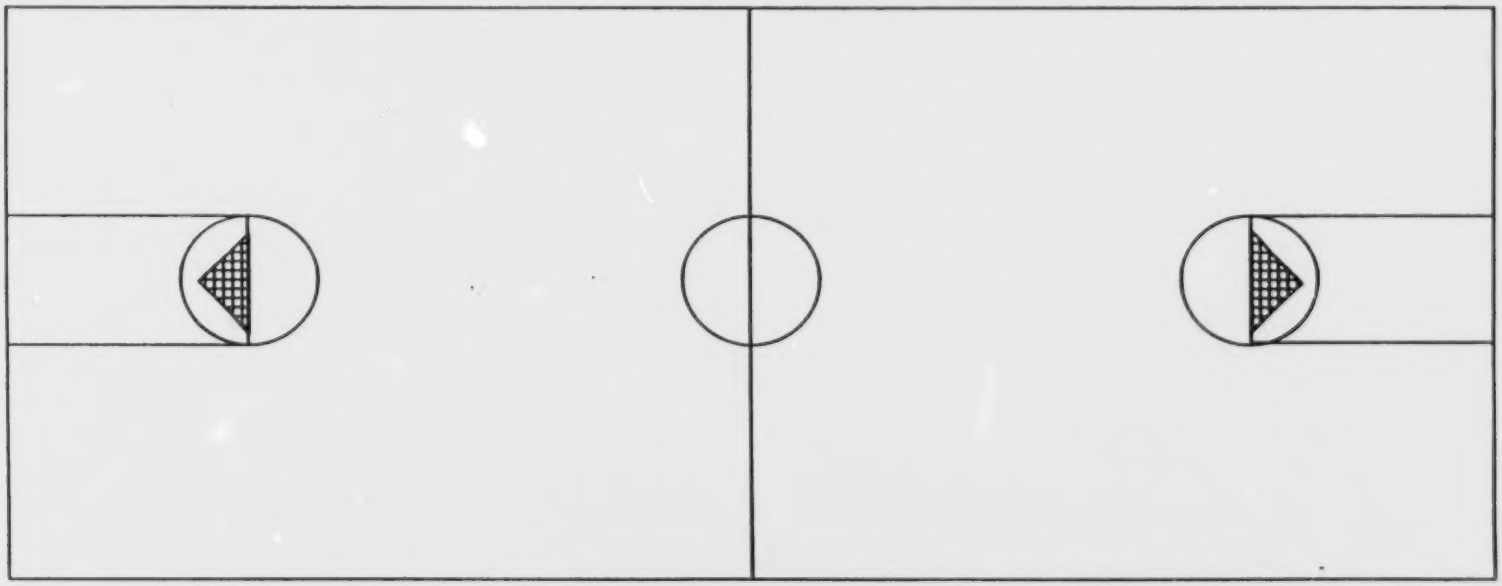
Soft lacrosse was developed for young players in learning the basics of the game of lacrosse without the contact that comes at later stages. It is meant to be a very safe sport which can be played both indoors and outdoors. The rules of the game may be adapted to players of various skill levels and athletic abilities.

### Basic Rules

### Indoor

Play is on a basketball court.

Goals (3' x 3' opening) are placed so that the free throw line is aligned with the two vertical uprights of the goal. No attacking players are allowed in the crease area.



## Indoor

### STXBall or Soft Lacrosse (Continued)

A goal is scored when the ball completely passes the uprights or the free throw line.

Seven (7) players on a team:
- one (1) goalie
- three (3) defensive players (defending players must remain in their own half of the field)
- three (3) attack players (attacking players must remain in their opponents' half of the field)

Six players on a team:
- one (1) goalie
- one (1) defensive player (defending player must remain in his/her own half of the field)
- one (1) attack player (attacking player must remain in his/her opponents' half of the field)
- three (3) midfielders (midfielders may play both attack and defense, and may cross over the half line freely)

or
- one (1) goalie
- two (2) defensive players (defending players must remain in their own half of the field)
- two (2) attack players (attacking players must remain in their opponents' half of the field)
- one (1) midfielder (midfielders may play both attack and defense, and may cross over the half line freely)

Five players on a team:
- one (1) goalie
- two (2) defensive players (defending players must remain in their own half of the field
- two (2) attack players (attacking players must remain in their opponents half of the field)

Unlimited substitution is allowed.

1. This is a noncontact sport. Rules for contact should follow basketball or soccer rules. Any violation of this rule results in a penalty shot for the fouled player.
2. Both hands must be kept on the stick. Violation of this rule results in a penalty shot for the opposing team. Player taking the shot is selected by the team captain.
3. The ball must be passed over the half line. Violation of this rule results in awarding the ball to the opposing team at the half line.
4. Two consecutive passes, after the ball has passed the half line, must be made before the ball may be shot for a goal. Violation of this rule results in awarding the ball to the opposing team at the half line.
5. Play is continuous (no stalling). Violation of this rule results in awarding the ball to the opposing team at the half line.

Opening possession is determined by a coin toss.

**Caution - Some type of eye protection is recommended for the goalies.

## Outdoor

### STXBall or Soft Lacrosse (Continued)

Play is on a large field (soccer or football size). Play may be on a smaller field. Adjust the number of players to match the field size. The best way to do this is by removing one player from each of the three "field" positions (attack, defense, and midfield) or by reducing the number of midfielders.

Ten players on a team:
- one (1) goalie
- three (3) defensive players
- three (3) attack players
- three (3) midfielders

Nine players on a team:
- one (1) goalie
- three (3) defensive players
- three (3) attack players
- two (2) midfielders

Eight players on a team:
- one (1) goalie
- three (3) defensive players
- three (3) attack players
- one (1) midfielder

Seven players on a team:
- one (1) goalie
- two (2) defensive players
- two (2) attack players
- two (2) midfielders

The goalie's crease area is eighteen (18) feet in diameter. No attacking players are allowed in the crease area.

Goals (3' x 3' - 6' x 6' opening) are placed so that the front edge of the goal is aligned with a line that intersects the midpoint of the crease. A chalk line is drawn between the uprights of the goal.

A goal is scored when the ball completely passes the uprights or the chalkline.

Play may be started by a face-off.

## STXBall

### The NO Contact Lacrosse Game

Play the ball not the opponent. All players must be free to move as in soccer and basketball. NOTE: The spirit of STXBall is not strength or size, but teamwork, stickwork, and fair play.

DESIGNATED CREASE AREA

**HONOR THY CREASE-**
No players allowed in designated crease area at any time.

### FIVE BASIC RULES

| | | |
|---|---|---|
| Play the ball - not the opponent. All players must be free to move as in soccer and basketball (no stick or body contact allowed!). | → | Violation penalty shot |
| Players must keep both hands on their sticks. | → | Violation penalty shot |
| The ball must be passed over the centerline. | → | Violation change of ball |
| Two passes must be made before each shot at the goal (after the centerline pass). | → | Violation change of ball |
| Play should be continuous (no stalling). | → | Violation change of ball |

KEEP IT SIMPLE! HAVE FUN!

**SHOOT TO SCORE-**
Scoring only possible when attacking team has ball over the center line, and two passes have been completed.

**VIOLATION-**
No body or excessive stick-to-stick contact allowed.

**TOE THE LINE-OFFSIDES -**
If 6 players on each team, only 4 offensive players allowed on offensive side at a time.

DESIGNATED CREASE AREA

**GAME SUGGESTION:**
Unlimited substitution - no goalie

**REFEREE SUGGESTION:**
Have extra balls readily available to keep the game moving.

Close supervision is essential to the success of a school or recreational STXBall program. The "no-contact" rules, and use of the specified game ball only, are important to a safe game. Specific requirements for use of protective equipment are matters for school or recreational supervisor determination.

**Note: Players and coaches will invent variations of the suggested game to suit age and skill levels.**

## Health-Enhancing Physical Activity Development — Eighth Grade

| * Priority Academic Student Skills (PASS) | * | Sample Benchmarks |
|---|---|---|
| II. The student will continue to recognize the importance of and demonstrate health-related fitness components, i.e., cardiovascular endurance, flexibility, muscular strength and endurance, and body composition. | | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| **National Standards** | II. | A. Describe principles of training and conditioning for specific activities. |
| 3. Exhibits a physically active lifestyle. | | B. Correctly demonstrate various weight training techniques. |
| 4. Achieves and maintains a health-enhancing level of physical fitness. | | C. Analyze and categorize activities and exercises according to potential fitness benefits. |
| | | D. Evaluate the roles of exercise and other factors in weight control. |
| | | E. Design and participate in an individualized fitness program. |
| | | F. Evaluate the time and effort needed to be given to practice if skill improvement and fitness benefits are to be realized. |
| | | G. Identify long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity. |

* Denotes (PASS)

## Health-Enhancing Activity Development — Eighth Grade

| | Suggested Activities |
|---|---|
| **Journal of Fitness** | Keep a journal of activities participated in after school hours. Parents monitor the activities. |
| **Nutrition for a Month** | Keep a record of nutritional habits for a month, monitored by parents. |
| **Fartlek Course** | Activity course varies and places stress on different muscle groups by changing the levels and directions. (Task Cards) |
| **Fitness Testing** | Prudential Fitnessgram; Physical Best (AAHPERD). |
| **Cardiovascular Fitness** | **Run Rummy**--Each lap of a track or measured course that is completed by each team member is rewarded with a playing card. The team must compare and combine cards as they run to accumulate a "run" (a series of consecutive cards). The length of the run, required suit, etc. can be determined by the teacher, based on the level of the group.<br><br>**Aerobic Quad Share**--Each quad selects a favorite song and creates an aerobic routine to it. Each quad leads their own original routine. The entire class does all of the routines, thus creating an entire workout. Less vigorous ones can be selected or planned for the warm-up and cool down segments of this complete workout session. |

| | Subject Integration |
|---|---|
| **Science** | Research the role and function of the various body systems and the effect of exercise, climate, and nutrition on each. Research and report on erogenic aids. Discuss nutrition and its role on the body. |
| **Math** | Calculate caloric intake and design a plan for either weight reduction or weight gain based on your data. Bar graphs and line graphs of fitness and sport activities as they relate to exercise, time, calories expended, and distances covered. |
| **Language Arts** | Written essays and oral presentations on health and fitness topics. |
| **Art** | Bulletin board displays of health-related fitness activities. |

## Personal and Social Skill Development — Eighth Grade

| * Priority Academic Student Skills (PASS) | • | Sample Benchmarks |
|---|---|---|
| IV. The student will apply the appropriate safety rules and precautions inherent to physical education activities. | | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| **National Standards** | IV. | A. Design and play small group games that involve cooperating with others using basic offensive and defensive strategies. |
| 5. Demonstrates responsible personal and social behavior in physical activity setting. | | B. Combine skills competently to participate in modified versions of team and individual sports. |
| 6. Demonstrates understanding and respect for differences among people in physical activity settings. | | E. Accept and respect the decisions made by game officials, whether they are classmates, teachers or volunteers. |
| 7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. | | |

*Denotes (PASS)

| Personal and Social Skill Development | Eighth Grade |
|---|---|
| | **Suggested Activities** |
| **Cooperative Games** | Officiate a group game.<br><br>Monitor participation in physical activities outside of physical education. Set goals.<br><br>Discuss conflict resolution strategies as they apply when working with partner and in small groups.<br><br>Describe the similarities and differences among team handball, basketball, soccer, and football.<br><br>In small groups create a team field game for teams of four. Consider stylistic differences among participants. |
| | **Subject Integration** |
| **Language Arts** | Log and journal writing. Debates and panel discussions on role conflict and problem solving. Research the history of various sports. |
| **Math** | Court and field dimensions. Charts and graphs illustrating activity participation. |
| **Social Studies** | Multicultural games such as korf ball and lacrosse. |
| **Art** | Bulletin boards and displays of the various sports. |

# Lifetime Health and Fitness

**Grades 9-12**

## A curriculum for PHYSICAL EDUCATION

As documented in *Physical Activity and Health: A Report of the Surgeon General* (Center for Disease Control, 1996), daily moderate physical activity improves an individual's health and quality of life. America's youth generally display a sedentary lifestyle especially with the increase in watching television and computer usage. Therefore, schools should provide quality physical education programs that emphasize health, fitness, and wellness education.

The philosophy of this document is that a physical education program consisting of developmentally appropriate curriculum as identified here and supported by positive learning experiences will assist all students, including those with disabilities, in becoming physically educated and physically active for a lifetime. The curriculum will follow and incorporate the ***Priority Academic Student Skills document (PASS)***, include the National Standards for Physical Education from the **National Association for Sport and Physical Education (NASPE)**, and provide **Benchmarks** for the standards at each grade level.

Through participation in an appropriate physical education program, students discover physical activities they enjoy and in which they are more likely to participate in after school, on week-ends and during the summer. In short, students learn the value, skills, and knowledge for participation in physical activity for a lifetime.

According to the National Association for Sport and Physical Education (NASPE), a physically education person is one who:

**HAS LEARNED** skills necessary to perform a variety of physical activities
**IS** physically fit.
**PARTICIPATES** regularly in physical activity.
**KNOWS** the implications of and benefits from involvement in physical activity.
**VALUES** physical activity and its contribution to a healthful lifestyle.

## Lifetime Health and Fitness Goals — Grades 9-12

- **MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT**

Motor skill and lifetime activity development refers to the basic fundamental movement patterns that are necessary to perform a variety of physical activities that will carryover into adulthood for a physically active lifestyle.

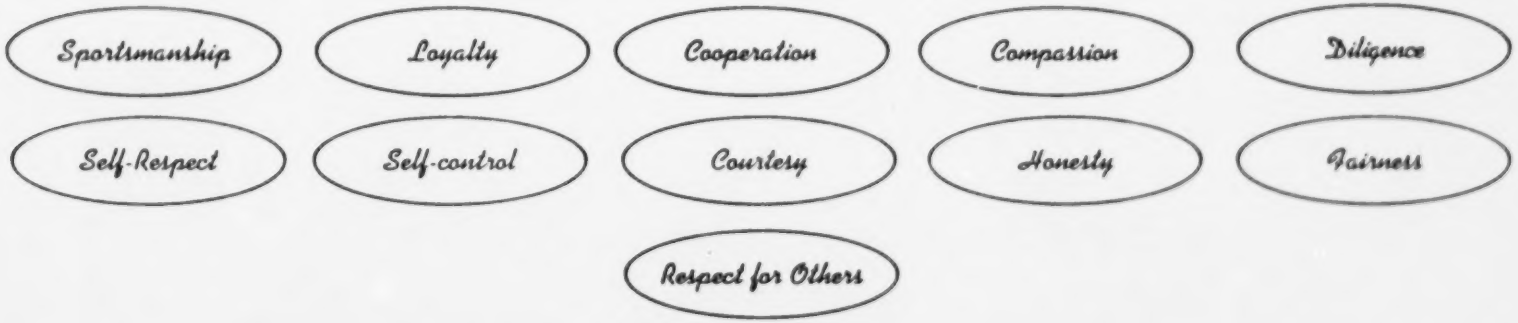
- **HEALTH-ENHANCING ACTIVITY DEVELOPMENT**

Health-enhancing activity refers to regular physical activity that results in substa l improvement in health and well being. The intent of health-enhancing activity as a curriculum goal is to establish patterns r participation in meaningful physical activity.

Health-related fitness components include: **Cardiovascular endurance; muscula ngth and endurance; flexibility; and body composition.** Emphasis is placed on the attainment of a fitness level that allows effective and efficient functioning in school, work, and leisure time. It is important that the knowledge base and principles are applied in developing and maintaining total fitness in the pursuit of a healthy lifestyle.

- **PERSONAL AND SOCIAL SKILL DEVELOPMENT**

Personal and social skill development refers to cooperation, teamwork, etiquette and ethical behavior during participation in physical activity. Character traits will be addressed and developed throughout the curriculum. Those traits include: sportsmanship, loyalty, cooperation, compassion, diligence, self-respect, self-control, courtesy, honesty, fairness, and respect for others.



## Lifetime Health and Fitness — Grades 9-12

### THE CONCEPTUAL FRAMEWORK

The overall program for students in Grades 9-12 will include activities for developing skills for participation in lifetime health-enhancing physical activity. More emphasis will be placed on health-enhancing activities and lifetime skills at this grade level. The curriculum goals are organized around *PASS*, and include the national standards for physical education developed by the National Association for Sport and Physical Education (NASPE). The three curriculum goals serve as guidelines for the content of developmentally appropriate activities for each grade level. The pyramid below divides the goals for the appropriate emphasis in Grades 9-12.

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# Motor Skill and Lifetime Activity Development — Grades 9-12

| * Priority Academic Student Skills (PASS) | • | Sample Benchmarks |
|---|---|---|
| I. The student will use biomechanical concepts and principles to analyze and improve skill performance. | | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| II. Demonstrate developmentally appropriate skills in one physical activity from three of the following categories: individual and team activities, aquatics, rhythms, sports, and outdoor pursuits. | I. | E. Use biomechanical concepts and principles (application of mechanical laws to the locomotor system of the human body) to analyze and improve performance of self and others. |
| **National Standards** | II. | C. Demonstrate developmentally appropriate skills in one physical activity from three of the following categories: aquatics, combatives, rhythms, individual and team activities, and outdoor pursuits. |
| 1. Demonstrates competency in many movement forms and proficiency in a few movement forms. | | D. Compare and contrast offensive and defensive patterns in sports. |
| 2. Applies movement concepts and principles to the learning and development of motor skills. | | F. Identify the importance of respecting the natural environment while participating in physical activity. |
| 3. The student will continue to demonstrate locomotor, nonlocomotor, and handling skills at the appropriate level. | | C. Transfer weight from feet to hands at fast and slow speeds using large extensions (e.g., handstand, cartwheel, round off). |
| 4. Designs and performs rhythmic activities involving physical movement with or without music including the use of manipulative objects. | | D. Perform intermediate/advanced tumbling skills using proper form and technique. |
| | | E. Identify and participate in games and rhythms of various cultures. |
| | III. | A. Demonstrate advanced/intermediate jump rope skills. |
| | | B. Hand dribble and foot dribble a ball while participating in an organized group activity. |
| * Denotes (PASS) | | C. Jump and land, throw, catch and kick, practicing coordinated patterns using proper techniques. |

* **Sample Benchmarks** (continued)

D. Strikes a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target and swing plane while attempting to land a ball in a large designated area.

E. Strikes a softly thrown lightweight ball back to a partner using head, trunk, or limbs in combination patterns (e.g., the pass or volley as in volleyball).

F. Escapes catches, or dodges an individual or object while moving at various speeds.

G. Identifies survival skills concerned with being in, on, and around the water.

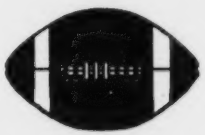
H. Selects and categorizes equipment used for participation in a variety of activities.

I. Participates in lifetime outdoor activities available in the state.

| | Suggested Activities |
|---|---|
| **Basketball** | Assign six students to a basket and set them up three on three. Have offensive players set a screen for other teammates to shoot over. Have the defensive players box out to get the rebound. Students switch roles after three shots. |
| **Line Dancing** | **Electric Slide.** Form lines with everyone facing in the same direction. Grapevine step to right, lift leg and clap on count four. Grapevine step to left, lift right leg and clap on count four. Walk back four counts, right leg/right leg, clap four. Rock forward on left leg and back on right leg. Hop on left with a 1/4 turn counter clockwise and step on right. Repeat entire sequence. |
| **Golf Exercise** | Using the proper grip, students lay two yardsticks parallel to each other about three inches apart (just far enough to fit the putter blade between the yardsticks). Students practice the stroke first without ball, trying not to hit either yardstick as they swing. To complete the task, add a ball and a target. |
| **Volleyball Warm-ups** | **Work It Out.** Divide the class into four groups and designate a home base area for each in the four corners of the activity area. The activities are performed in the home base area or as otherwise stated. Groups perform the following activities together.<br>**Activities:** Warm-up for three to five minutes with slow jogging around the playing area. Organize your students into a formation that is conducive to performing appropriate static stretches for legs, arms, lower back, shoulders, and chest muscles. Run to the back boundary line of the court nearest to your corner and jog to the net and spike or block. Jog backwards to boundary line. Repeat ten times. Set the ball to your partner, then drop down and perform a modified push-up. Partner repeats the activity. Perform as many repetitions as you can in one minute. Try to forearm pass the ball back and forth to each other without the ball touching the floor while spelling the word (V O L L E Y B A L L). Each time it hits your partner, give yourself the correct letter. On your back with knees bent, perform curl-ups with a partner in your group and pass the volleyball each time you curl-up. Continue for one minute. Underhand or overhand serve to the wall for one minute. To finish, take a jog around the gym for one minute. Check your heart rate by taking a six second pulse check and add a zero or multiply the number by ten. Did you reach your target heart rate zone? Perform static stretches as a group using proper form until all groups are finished. |

## Suggested Activities (continued)

**Football**



**Razzle Dazzle.** Divide your class into four even teams. Play on two fields that are side by side if possible. A good length of the field is approximately 50 yards. If you have uneven sides, have a person rotate in on every play so one will be sitting out on one play.

- To begin the game have a throw or kick off. The team that has the ball has four downs to bring the ball down the field over the end line. Downs happen when the person with the ball is tagged or when the ball is thrown to another teammate and the ball is dropped.
- Teams then line-up on each side of the ball and the ball is passed back to the quarterback and the game begins immediately. The quarterback must be rotated until everyone has had a chance to be quarterback. Anyone may tag the person with the ball.
- Upon scoring, the games begin with a kick or throw-off by the scoring team. Interceptions are allowed and the team catching the ball starts at the place they intercepted it and it is from there that they receive their four downs. If a team does not score in four downs the ball is kicked or thrown off to the other team.
- Throughout the playing of the game it is important for the teacher to give feedback about throwing and catching, but more important give feedback and demonstrate on occasion how important it is to complete shorter passes during the game. Throwing four straight long passes usually doesn't work well.
- Variations: In addition to four downs, you may give the teams a time limit as well. Give extra points to the teams for good sportsmanship and take points away from teams for poor sportsmanship.

**Outdoor Education**

Students will take a field trip to a local park area where they will view and discuss the use and abuse of natural resources. Students will take note of the impact on the environment caused by previous visitors. During a follow-up discussion, students will offer solutions to the "trashing" of our natural environment.

**Lifetime Activities**

Teach lifetime activities, such as golf, badminton, camping, bowling, tennis, archery, ping pong, fencing.

**Quad Ball**

## Suggested Activities (continued)

**What is Quad Ball?** Quad ball is a new sport with elements that enhance cardiovascular conditioning. The game is called quad ball because it integrates four sports; soccer, speed-a-way, basketball, and football. Skill development appears to accelerate when the students have the opportunity to practice a game that incorporates four different sports within the context of one game.

- Quad ball provides an opportunity for the students to critically think about how to effectively manipulate the ball to score points. Students also learn how to apply strategies in a variety of ways. The game provides opportunity for all students to score, opportunity to work on sportsmanship, provides maximum participation, and is adaptable for large classes and a variety of facilities.
- Since its inception, quad ball has been played in numerous physical education and recreational settings. The sport has increased in popularity because of its unique characteristics, the options to score, a variety of athletic skills utilized, and the amount of cardiovascular fitness it offers.

**Equipment**: One or two nerf balls. 12 empty plastic tennis cans or foam pins. Pinnies or mesh vests to distinguish teams. One whistle, one stopwatch, and a scoring devise. Designated time-out box.

**Court and Equipment Modifications:** Quad ball can easily be modified for almost any age group, skill level, or facility. Listed are a few of the modifications possible, but almost any change can be made to personalize the game to the group.

- Low skill level or younger individuals, use a smaller court such as a gymnasium's side court. Incorporate a one-bounce rule or more multiple bounces while learning. Instead of using basketball goals, use targets that are lower and easier for younger persons to hit. Use a different size ball, one more comfortable to the individuals.
- Higher-skill level or more fit individuals. Cardio quad ball eliminates any bounces to boost the energy output while playing. Use more than one ball at a time. Use a more challenging size of ball.

**Scoring, Rules and Violations:** There are three ways to score in quad ball: A. Throwing a touch-down pass; (1) free throw line to baseline (one point) (2) half court line to baseline (two points) (3) opponents' free throw line to baseline (three points); baseline to baseline (four points) B. Shooting the ball into the basket or aiming at the target (if no goals are available) 1 inside free throw line (one point) (2) outside free throw line (two points) (3) from behind the three-point line (three points) (4) slam dunk (four points). C. Knocking down one of the tennis can/pins: (one point per can/pin--the person who knocked it down is responsible for setting it back up).

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**Quad Ball (continued)**

**Rules and Violations:**

1. Soccer center kick--The game is started with a soccer center kick from the center line. Each team must stay behind the center line until the ball is kicked. The ball must go forward one yard and touch another player. A free kick is taken from the point of violation.
2. Converting a ball to an aerial ball--A ball on the ground may be converted to an aerial ball by a two-legged lift up, one foot lift to a teammate, one foot roll and lift to self, lifting a rolling ball to self and catching the ball off the wall.
3. Three-step rule--Once the ball is aerial, a player is permitted to take three steps with the ball. A free kick is taken from the point of violation.
4. Five-second rule--A player is permitted to hold the ball five seconds before shooting or passing. A free kick is taken from the point of violation.
5. Free kick--If a player commits a foul such as pushing, tripping, kicking, elbowing, charging, blocking, holding, striking, a free kick is awarded at the point of violation. Players must be five yards away from the ball before the ball is kicked.
6. Flagrant foul--A flagrant foul is defined as attempting to hurt someone or performing a dangerous move in the game. When a flagrant foul is committed a free kick is awarded at the point of the foul and the player is removed from the game for two minutes.
7. Picking the ball up off the floor--If the ball touches the gym floor and a player picks up the ball, a free kick is awarded to the opponent at the point of the violation.
8. Touch down pass rule--If a player throws the ball from inside the foul line and a teammate catches the ball across the end line, no point is awarded for a touchdown. However, the player may attempt to knock over a tennis can.

## Subject Integration

| | |
|---|---|
| **Physical Science** | Biomechanical principles - Newton's Laws, levers as applied to skill performance. |
| **Mathematics/Music** | Dance - Hearing the beat and counting and moving in time with the music. |
| **Vocabulary** | Terminology used in activities, (e.g., screen in basketball, slide in dance, putter in golf.) |
| **Math** | The timed events are involved with the math field in terms of measuring and counting. Metrics are involved with the distances measured for different activities. |
| **Multicultural** | Dances from other countries. |

# Health-Enhancing Physical Activity Development — Grades 9-12

| * Priority Academic Student Skills (PASS) | * | Sample Benchmarks |
|---|---|---|
| I. The student will self-test personal fitness status related to cardiovascular endurance, muscular strength and endurance, flexibility and body composition.<br><br>II. The students will continue to recognize the importance of and demonstrate health-related fitness components. | | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| **National Standards** | I. | A. Use results of fitness assessments to guide changes in his/her personal program of physical activity. |
| 3. Exhibits a physically active lifestyle. | | B. Contrast health-related components with skill-related components of physical fitness. |
| 4. Achieves and maintains a health-enhancing level of physical fitness. | | C. Plan a long range program of physical fitness. |
| | | D. Evaluate risks and safety factors that may affect physical activity preferences throughout his/her adult life. |
| | | E. Use Biomechanical concepts and principles (application of mechanical laws to the locomotor system of the human body) to analyze and improve performance of self and others. |
| | | F. Identify the effects (e.g., physical fitness level, climatic conditions) of age, gender, race ethnicity, socioeconomic standing and culture upon physical activity preferences and participation. |
| | | G. Critically evaluate claims and advertisements made about commercial products and programs in the fitness and wellness fields. |

* Denotes (PASS)

## Health-Enhancing Physical Activity Development — Grades 9-12

| | • | Sample Benchmarks (continued) |
|---|---|---|
| | II. | A. Describe principles of training and conditioning for specific activities. |
| | | B. Correctly demonstrate various weight training techniques. |
| | | C. Analyze and categorize activities and exercises according to potential fitness benefits. |
| | | D. Evaluate the roles of exercise and other factors in weight control. |
| | | E. Design and participate in an individualized fitness program. |
| | | F. Evaluate the time and effort needed to be given for practice if skill improvement and fitness benefits are to be realized. |
| | | G. Identify long term physiological, psychological, and cultural benefits that may result from regular participation in physical activity. |

| | Suggested Activities |
|---|---|
| **Notebook** | The student develops a "Fitness Concepts Notebook" that contains a definition of physical fitness, a description of the various components of physical fitness, exercises, and activities designed to maintain or improve each component, and a discussion of the training principles that affect the development of each of the health-related aspects of physical fitness. Drawings or illustrations taken from magazines or newspapers may be used to depict the various exercises and activities recommended. (NASPE, P. 83) |
| **Obstacle/Agility Course** | Set up an obstacle course and an agility course with half the class using each course, changing places after three to seven minutes. The focus of the obstacle course is to improve flexibility and cardiorespiratory endurance. The students form a line and to begin starting through the course. When course is completed, the students automatically begin again, thus keeping their cardiorespiratory rates elevated. The students must run to each station. A suggested obstacle course might contain benches for hurdling, chairs to run around, tires to crawl through and jump in, cones to jump over, and hoops for running in and out. (Zakrajsek, 30) |
| **Circuit Training** | Design a circuit training course to promote muscular strength, muscular endurance, flexibility, agility, and cardiorespiratory endurance. Divide students into six groups and start each group at a different station. The students remain at the station and continue the activity until the whistle blows (approximately 2 1/2 minutes per station). The students then rotate to the next station. Circuit training ends when students have rotated to all the stations. A suggested circuit training course might include the following activities: Station 1, aerobic routine on video; Station 2, sit-ups on mats; Station 3, reverse runs using cones; Station 4, push-ups on mats; Station 5, jumping rope; Station 6, chin-ups with bar (raise chin up to bar with hands positioned with fingers facing student). (Zakrajsek, 31) |
| **Personalized Fitness Plan** | After fitness testing, each student creates a written personal fitness plan and records it in the journal. Each student sets specific fitness goals, records goals in journal and documents daily activity. This journal will be kept and the plan followed for one quarter or semester and the student will be retested at the end of the designated time period. |

| | Suggested Activities (continued) |
|---|---|
| **Fitness Discussion** | In small groups of four to six students, discuss the definitions of the fitness components, activities which develop each component, and the importance of utilizing these components in a personal fitness plan. Conclusion reached by each group are reported to the class. |
| **Weight Training** | The student enhances muscular strength and endurance through weight training. Before students begin a personal program, proper weight lifting techniques and safe behaviors must be taught. A pretest is administered and results recorded for each student. Progress is charted individually after each session. A post-test is administered at the end of the quarter or semester. |
| **Physical Fitness Mentor Program** | Students assess, score, and teach each other the progression of fitness level skills. |
| **The Fitness Education Pyramid** | The fitness pyramid is a simplified process for teaching fitness concepts (see Appendix G). |
| **Fitness Journal** | Activity Journal (see page 158).<br><br>**Note:** Activities such as floor hockey, ultimate frisbee, and roller blading are unique and enjoyable while contributing to health and fitness development. |
| **Aerobics** | (See Resource page 188). |
| **Step Aerobics** | (See Resource page 188). |

## Subject Integration

**Mathematics**

Timing of fitness test items, measuring distances, and converting distances from standard to metric.

**Biological Sciences**

**Muscle of the Month:** Focuses on exercising a selected muscle or muscle group through the use of exercise stations at the beginning of class. On the first day of the month, students are introduced to the new muscle(s) by name, picture, and function. Exercises are selected to enhance the strength, endurance, and flexibility of the muscle(s). Students become knowledgeable about the human body and its anatomy.

- On the first day of the month, a new "muscle of the month" is selected. Examples could be the biceps and triceps, the hamstrings and quadriceps, or the heart.
- As students enter the gym, at least five stations should be set up with a large task card identifying the exercise to be done at each station.
- Post the name of the "muscle of the month" as well as a picture of its location on the body.
- The teacher introduces the new muscle(s) and discusses the function in the body. The stations are explained and exercises for each station are demonstrated by the teacher.
- Students are assigned to a station where they exercise for one minute. Students rotate to the next station and continue until all are back to where they started.
- For each physical education class thereafter, students perform the same stations, focusing on the selected "muscle of the month."

**Program Tips:** Use task cards at each station to provide exercise reminders and cues. Use music for motivation and to signal rotations. Have students demonstrate the exercises on the first day to ensure proper technique and understanding. Repeat assessments, formal and informal, through the year to ensure proper technique and understanding. Post the name and diagram of the muscle(s). By repeating the stations throughout the month, a warm-up routine is established.

## Subject Integration

**Science**

**Muscle Mania** - Select two players to be the taggers who stand in the middle of the play area. All other players start behind one of the endlines. The teacher will assign each non-tagger a muscle, e.g., biceps, quadriceps, trapezius, abdominals. Use no more than four or five muscles. When the teacher calls the name of the muscle, the players try to cross to the opposite side without being tagged. If tagged, that player freezes and touches where the muscle is located on the body. They remain tagged until another player can untag them. Change taggers as needed, as play continues.

**Balloon Play** - Have players keep the balloon in the air by striking it with different parts of their bodies. Use bones for example: "Show me how you can keep the balloon up with your phalanges, humerus, femur, etc." Use muscles: "Keep the balloon up with your biceps, triceps, quadriceps, deltoid, etc."

## Health-Enhancing Physical Activity Development — Grades 9-12

### Fit Tips

- Encourage students to assume responsibility for their own personal fitness.
- Develop cognition of the value of fitness and wellness.
- Provide planned fitness development throughout the lesson plans.
- Teach age appropriate knowledge of basic anatomy, kinesiology, and physiology.
- Provide motivation and goal setting for individual fitness levels of achievement.

### Harmful Exercises

- Straight-leg sit-ups
- Ballistic stretching
- Excessive back arching
- Deep knee bends
- Bending from the waist instead of the hips
- Undue stress on neck
- Hyperextending knees
- Hurdler stretch

## Personal and Social Skill Development — Grades 9-12

| * Priority Academic Student Skills (PASS) | * | Sample Benchmarks |
|---|---|---|
| I. The student will know the implication of and the benefits from involvement in physical activities. | | As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to: |
| IV. The student will apply rules and etiquette in physical activities. | II. | A. Discuss the historical roles of games, sports, and dance in the cultural life of a population. |
| **National Standards** | | B. Participate in a variety of games, sports, and rhythmic activities representing various multicultural backgrounds. |
| 5. Demonstrates responsible personal and social behavior in physical activity setting. | | G. Analyze time, cost, and accessibility factors related to regular participation in physical activities. |
| 6. Demonstrates understanding and respect for differences among people in physical activity settings. | III. | A. Design and play in small group games that involve cooperating with others using basic offensive and defensive strategies. |
| 7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. | IV. | B. Apply appropriate safety rules and precautions inherent in physical education. |
| | | C. Participate with and shows respect for persons of like and different skills. |
| | | E. Accept and respects the decisions made by game officials. |

* Denotes (PASS)

| | Suggested Activities |
|---|---|
| **Group Project** | Working in small groups, students are asked to research popular games that children play in diverse cultures and then teach these games to young children at an activity center or elementary school. Alternatively, have a festival or "multicultural Olympics" at school and teach others to play these games. Upon completion of this activity students would discuss the following during oral reporting to the class: What do these games have in common? What are the differences? What do these games tell us about the social values and cultures of the originating countries? What are the challenges in teaching these games to a diverse population? (NASPE, P. 86) |
| **Student Project** | Students are asked to gather a list of the various professional, college, and high school mascots (both picture and name) and identify which might be offensive for different cultural, ethnic, and gender groups. Site reasons that involved groups might take offense. (NASPE, P. 100) |
| **Interview** | Each student interviews a parent or neighbor about their personal fitness habits. Questions asked are: In what activities do you participate? How long have you participated? Why did you select identified activities? What benefits have you received from participating in these activities? Each student reports orally and in writing. |
| **Personal Log** | Each student keeps a log of personal recreational pursuits, cost involved, time spent participating in activities and location of participation. |
| **Ropes Course** | Students participate at a local ropes course which enhances physical fitness and helps to increase self-esteem. |
| **Black Hole Challenge** | Group members will try to pass each other through a hoop or circle suspended between two volleyball standards. (Glover and Midura p. 76-78.) The Black Hole is not only physically and intellectually challenging, but the elements of trust and cooperation are essential to developing the task. Students cannot touch the hoop (known as the Black Hole) nor can they dive through. The challenge is designed so that group members must help each other. This challenge is difficult and requires group members to offer lots of physical support. If groups have not worked together before, they may not have developed sufficient team-building skills to master this challenge. **Description**: Group members begin on one side of the hula hoop and must remain on the tumbling mats during the challenge. Group members are to pass through the hoop to the other side with the help from teammates. |

| | Suggested Activities |
|---|---|
| **Black Hole Challenge** (Continued) | **Success Criteria:** The challenge is mastered when all group members have moved from the "outer space" side of the hoop (known as the Black Hole) to the "Earth" side.<br>**Equipment:** Two volleyball net standards, one hula hoop, a rope to suspend the hoop between the standards, and at least four tumbling mats.<br>**Setup:** Secure the two volleyball net standards so they cannot tip or fall over during the challenge. Suspend the hula hoop between the volleyball net standards so that the bottom of the hoop is approximately three feet off the floor. You may need to modify the height of the hoop to accommodate shorter students; setting the hoop height so that the bottom is about waist high on the majority of your students should be sufficient. Next, place at least four tumbling mats in the working space, at least two on each side of the hoop. A tape line may be used to help divide the working area into two distinct spaces, much like the center line of a volleyball court. Provide enough cushion in the working space so that a group member who falls will be well protected.<br>**Rules and Sacrifices:** All group members must go through the Black Hole. No person may touch the Black Hole (hoop). No one may dive through the hoop. Group members must remain on tumbling mats during the challenge. If any rule is broken, the person making the mistake while passing through the hoop must start again.<br>**Possible Solutions:** Most groups start by lifting and sliding one group member through the hoop while keeping his or her body straight. After the first person passes through the hoop, there will be persons on both sides of the Black Hole to help their teammates through the hoop. Getting the last person through the hoop presents the greatest difficulty. Teammates on the Earth side of the Black Hole may reach across to the outer space side as long as they do not touch the hoop or the floor on the outer space side.<br>**Conclusion of the Task:** All group members are standing on the Earth side of the Black Hole and must remain on the mats until the teacher gives them approval.<br>**Additions and Variations**--Here are a few additions and variations to this challenge:<br>• The height of the hoop can be lowered for younger children and raised for more mature groups.<br>• Assign group members to bring back "moon souvenirs" may add difficulty and interest to the task. Group members would have to carry different objects (a football, basketball, beach ball, floor hockey stick, etc.) with them to Earth. The object must remain in contact with the person carrying it. Students should not pass the items to one another through the hoop.<br>• A time limit (15 or 20 minutes) could be established for the challenge. You could use descriptive story lines to enhance the task for younger groups ("Darth Vader will be here in 15 minutes . . .")<br><br>Use enough mats so that the working space is well cushioned and safe. Group members should be lifted and moved carefully. |

| | |
|---|---|
| **Team Building Activities** | **Birthday Beam:** Students move onto a balance beam, lining up by height. Once the group has mounted, students rearrange themselves by the month they were born. Students stepping off remount at one end.<br>**Trolly:** Students stand on the boards, e.g., 2" by 2" board, pull up on the ropes, and synchronize steps either forward or backward with counter-sunk holes for ropes.<br>**Blanket Basketball:** Students hold a sheet, blanket, or tablecloth. Place a basketball in the middle and attempt to send the ball through the hoop.<br>**Fizzle:** Group circles the designated inflator. The student inflates a balloon the size of a melon, holds it high above his or her head, releases it, and the group attempts to catch it before it hits the ground.<br>**Bridge:** Students attempt to move across the floor using four car tires and three four-foot long 2" x 4" boards. Students touching the ground must start over.<br>**Four Corners:** Place a high beam over a low beam. Students attempt to touch all four corners without falling off. A point is awarded when all four corners are touched.<br>**Wall Ball Push:** Students lie on backs (shoulder to shoulder) with feet up and against the wall. A medicine ball is passed along the wall using feet only. If the ball touches the ground, it must be returned to the starting point. Points are scored if the ball reaches the end of the line.<br>**Hoop Pass:** The group forms a line with hands held. The line leader picks up a hoop, steps through, and passes it down the line. A point is scored each time the hoop reaches the end. Only one hoop may be picked up at a time. Remember, the hand chain cannot be broken.<br>**Jump Together:** Two turners for the remainder of the group. The jumpers stand in the middle (hands held). A point is scored for every three consecutive jumps. |
| | **Subject Integration** |
| **English/Speech** | Results of interviews presented in written and oral form. |
| **Mathematics** | Costs and time tabulations of personal recreational pursuits. Calculating heart rate, THR, and MHR and Fitness Zones. Calculate percentage of body fat verses weight. |
| **Science and Mathematics** | Calculating how much, how far, and to what extent the equipment can function in games and activities. Measure dimensions of court and playing fields. |
| **Social Studies** | Research popular games and cultural influence. Games such as korfball, stickball, soccer, ultimate frisbee, etc. |

## Subject Integration (continued)

**Technology**

Use video camera to record and rate student skills to design plan(s) of improvement. Polar heart rate watches to monitor zones of training.

**Science**

Identify and demonstrate the role and functions of body systems before, during, and after exercise. Use personal fitness level to show improvements of training.

**Language Arts**

**Good Sportsmanship Slogan.** May is "National Physical Education and Sports Month." Have your students make the bulletin board by creating poems, raps, posters,or slogans. The students in each class can work independently or cooperatively in small groups. The task is to design a meaningful slogan using the letters in the words "good sports."

**G** - Get along with others
**O** - Offer helpful comments
**O** - Others feelings are important too
**D** - Don't argue
**S** - Stay in control
**P** - Play fair
**O** - Only give your best
**R** - Referee's decision is final
**T** - Take turns

**Math**

**Countdown.** Object is to countdown from 30 to 0 without saying numbers at the same time. Sit in a circle. Students randomly call out a number beginning with 30. They must be in numerical order. Start over when two people say the number at the same time. Variation: Use other number sequences.

**Nutrition**

**Nutriball.** Partners toss ball back and forth. On signal, stop--whoever has the ball answers the nutrition question asked. This is a great way to teach many kinds of nutritional facts.

## Assessment Tools and Techniques

The new wave of assessment strategies, techniques and tools provides instructors of physical education classes an opportunity to link outcomes and instructional processes in a nontraditional way. Alternative assessment provides an ongoing performance-based process which involves the student learner more fully in the evaluation process.

Authentic assessment is a term used to describe the assessment of students in real-life situations. That is, a setting that more nearly approaches the utilization of skills and activities learned in a game or actual playing context. Characteristics of authentic assessment include:

- Authentic assessments provide a genuine learning experience that allows the student to utilize acquired skills.
- Authentic assessments provide an opportunity for students to use knowledge (apply cognitive strategies.)
- Teachers articulate evaluative criteria in advance and clarify objectives. Students are aware in advance of what is expected of them in the classroom setting.
- Assessments are continuous, formative, and integrated within the curriculum and instruction.
- With continuous evaluation, the teacher provides ongoing feedback that enables the student to more readily achieve mastery of a skill.
- Student accountability is greater.

## Techniques and Types of Authentic Assessment

- Checklists: Provide the student with an outline of the components that are essential for performance.
- Written Essays: Provides opportunity for students creative expression.
- Oral Discourse or Interviews: Requires analysis, synthesis, and decision making skills.
- Exhibitions and Event Tasks: A demonstration of skills in a performance (e.g. choreograph a gymnastic or fitness routine); a culminating activity following a unit (e.g., a health fair following a fitness unit; writing a personal weight training program).
- Portfolios: A permanent collection of students' work gathered over a period of time.
- Student Learning Logs: Provide the documentation of an accomplishment related to a performance of an activity or the feelings surrounding that experience. (e.g., fitness logs with performance records and goal setting data).
- Cooperative Group Projects: Students learn in a nonthreatening environment, with various learning styles being accommodated. Learning is measurable and the process of learning is the emphasis (e.g., students study the muscle groups involved in performance of specific exercise, collect data, and illustrate with a chart; create a new game; collages.
- Open-ended Questions: Provide the student with an opportunity to give an opinion on a topic or issue.
- Performance Tests: (e.g., skill tests, fitness tests).
- Individual Projects: Provide an opportunity for the student to create a product from their written report or research; (e.g. chart, speech, multimedia presentation).
- Self-recording Worksheets: Allows student to record progress on specific activities and skills.
- Peer Coaching: Assist a partner(s) with suggestions for improvement of a performance.
- Contract Grading: Set goals for performance for achieving a specific grade.
- Videotape: Analyze a performance; create a routine (e.g., aerobic, gymnastic)
- Rating Scales: Affective learning.
- Role Playing/Simulated games.
- Interviews: Interviews can provide valuable information about the understanding, thoughts, and feelings of students about physical education.

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**The intended outcomes of physical education include:**

- The acquisition and refinement of skills.
- The application of the acquired skills in a game or game-like setting.
- The valuing of physical performance for self.
- The ability to analyze and evaluate a physical performance for self and others.

With the above outcomes in mind, physical educators should utilize a variety of techniques to assess students' progress.

## RUBRICS

**Rubrics** provide a useful tool for assessing student's performance. A rubric is a performance guide that outlines criteria to be demonstrated by the learner in order to meet expectations or standards. Typically, behaviors are described for various levels of performance. Rubric consists of three to five levels which identify the criteria pertinent to the skill or task being assessed.

**Hints for designing a rubric:**

- Identity the specific grade level standards utilizing the *PASS* and the national standards.
- Choose the assessment technique to be used (e.g., checklist, observation, written report).
- Identify the errors that would be most appropriate for a particular level in a student's performance. List the critical elements involved in the performance. Identify critical elements of unacceptable performance.
- Use terms that are adaptable to various situations and be ready to revise criteria at each level (e.g., outstanding/acceptable/deficient; achieves/accomplishes/completes/omits/fails).

## PORTFOLIOS

The portfolio is a collection of a student's work, and may be either cumulative or selective.

What should be in a student portfolio? Suggestions are:

- Videotape analysis of a performance and subsequent discussion
- Group projects
- Student journals
- Self-assessments
- Written reports
- Task sheets
- Nutrition or fitness logs
- Photographs or sketches made by the student
- Interviews

### Motor Skill and Lifetime Activity Development Assessment

One of the primary purposes of physical education is physical skill development. The more a student excels in each of the general components associated with skill-related fitness, the better the performance in sport skills.

### Skill-Related Fitness Components:

| | |
|---|---|
| **Agility** | The ability to quickly change direction or body position accurately while moving through space. |
| **Balance** | The ability to maintain equilibrium and body position whether moving (dynamic) or stationary (static). |
| **Coordination** | The ability to integrate a number of motor skills into an efficient motor pattern. |
| **Speed** | The ability to perform a movement in the shortest possible time. |
| **Power** | The produce of strength and speed. |

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**AGILITY****

Shuttle Run Test (AAHPERD), 1976)
Zig Zag Run (Barrow Motor Ability Test)
Obstacle Race (Scott Motor Agility Test)

**POWER****

Standing Long Jump (AAHPERD, 1976)
Vertical Jump

**SPEED AND REACTION TIME**

Shuttle Run Test (AAHPERD)
50 Yard Dash (AAHPERD)

**COORDINATION**

Stick Test
Footwork Patterns
Obstacle Race (Scott Motor Ability Test)

**BALANCE**

Bass Stick Test (Bass)

Stork Stand
Modified Side Ward Leap (Scott and French)
Balance Beam Walk (Jensen and Hurst)
Thread the Needle
Jump Through

**Source: Safrit, Margaret. Introduction to Measurement in Physical Education and Exercise Science



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### Tests of Sport Skills

The use of standardized sport skill tests is another means of assessment, but should not be the only assessment used in the physical education class. Many examples of sport skills tests can be found in the literature. The following are suggested tests for selected sports. To find the test, the physical educator is referred to Tests and Measurement textbooks in the specific discipline.

| | |
|---|---|
| **Badminton:** | Pool Long Serve Test; French Short Serve Test; Pool Forehand Clear |
| **Basketball:** | Speed Shot Shooting; Passing Test; Control Dribble Test |
| **Football:** | Ball Changing; Zigzag Run |
| **Soccer** | McDonald Volleying Soccer Test |
| **Tennis** | Hewitt Tennis Achievement Test; Tennis Forehand/Backhand Drive Test |
| **Volleyball** | Brady Volleyball Test |

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## Task Sheets As An Assessment Tool

Task sheets may be used in several of the assessment categories, such as, checklists, student learning logs, self-recording worksheets, and peer coaching.

## The Design

- Contains information about what the learner is to do and how to do it in a given episode.
- Describes the specifics of the task.
- Quantifies the task (number of repetitions, distance, etc.)
- Notes progress, feedback or other comments.

**SAMPLE:**

Name: _____

Date: _____

Class: _____

**Subject/Topic** _____

Instructions to the student: _____

_____

| Task (describe and illustrate) | Quantity | Comments |
|---|---|---|
| 1. _____ | 2. _____ | |
| a. _____ | a. _____ | |
| b. _____ | b. _____ | |

**Suggestions for Assessment**

1. Students will demonstrate a mature pattern while executing the long serve in badminton. Assessment tools: checklist, peer coaching, observation list.

**Date:** _____

**Student:** _____

**Observer:** _____

**Badminton Long Serve Criteria**

Check only those components that you observe.

_____ face receivers court, assume proper stance
_____ wrist cocked, elbows close
_____ shuttle dropped in proper place
_____ wrist snap, forearm rotated
_____ contact knee high
_____ shuttle hit up and out
_____ lands in proper court

Comments:

_____

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2. Students while participating in a badminton game will demonstrate competence by using a variety of strokes at the appropriate time. Assessment tools: checklists, peer coaching, observation, student log, videotape, portfolio.
*PASS* Objective I. E., Grades 10-12

3. Conduct a biomechanical analysis of a sport skill. Prepare a videotape to support your analysis and make an oral presentation. Prepare a checklist to support your analysis. Assessment technique: checklist, performance test, videotape, portfolio. *PASS* Objective I. E., Grades 10-12.

4. Research the development of volleyball in the United States Assessment technique: essay, portfolio, oral discourse. *PASS* Objective II. A., Grades 10-12.

5. Demonstrate your knowledge and skill in golf while participating on a simulated golf course (nine holes, short irons and putting surface). *PASS* Objective II. C., Grades 10-12.

6. Play a small group (four to six players) game using underhand and overhand volleys and bump passes. Establish rules about the number of hits, serving, lines, and points.

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**Suggestions for Assessment** (continued)

7. Describe offensive and defensive strategies to be used in a soccer game. Assessment technique: portfolio entry, chart. *PASS* Objective II. C., Grade 8.

8. Keep a log of your activities for two weeks. After the two week period reflect on your activity level. Assessment technique: Reflective paper, student log, journal, portfolio entry, chart. *PASS* Objective II. C., Grades 6-7 and II. C., F., Grades 8-9.

9. In a small group, design and keep away game using dribbling, passing, and receiving to keep a ball away from defenders and move to a target. Assessment tools: Performance rubric, checklist, observation, group project. *PASS* Objective III. E., Grades 6-7; IV. A., B., Grades 6-7; III. A., B., C., Grades 8-9; IV. A., B., C., Grades 8-9.

10. Design, refine, and perform a sequence incorporating a variety of locomotor skills and combinations of locomotor and nonlocomotor skills. Include in the sequence directional changes, levels, and speed.

11. Design, refine and perform a sequence using various objects such as balls, hoops, streamers, or wands. Assessment technique: exhibition. *PASS* Objective I. B., Grades 8-9.

12. Choose a sport for participation (e.g., archery, bowling, tennis, soccer) and analyze the various components involved in terms of the following concepts: force, speed and trajectory. Assessment technique: portfolio entry, check sheet, individual project. *PASS* Objective I. B., Grades 6-7; I. A., Grades 8-9.

## Lifetime Health and Fitness

The components of health-related fitness contribute to the prevention of disease and the future well-being of the students. Assessment of the health-related fitness components can occur utilizing a variety of techniques and tools.

### Health-Related Components

- **Cardiorespiratory Endurance:** The capacity of the heart, blood vessels, and lungs to deliver oxygen and nutrients to the tissues and provide the energy needed for endurance activities.
- **Muscular Strength:** The capacity of a muscle or muscle groups to exert force over a period of time against a submaximal resistance.
- **Flexibility:** The ability to move joints through a full range of motion.
- **Body Composition:** The ratio of body fat to lean body tissue.

Cardiorespiratory Endurance
One-mile Run Walk
The PACER (Progressive Aerobic Cardiovascular Endurance Run)

Muscular Strength and Endurance
Curl-up Test; Push-up Test; Pull-up Test; Flexed Arm Hang

Flexibility
Back Saver Sit and Reach; Shoulder Stretch

Body Composition
Skinfold Measurement

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*Prudential Fitnessgram Test (Cooper Institute for Aerobics)
*Physical Best (AAHPERD)

Students in physical education programs should be involved in fitness education. Informal assessment opportunities should be provided for the students.

**Suggested Strategies**

Fitness Journals

Included might be vocabulary lists, test scores, fitness goals, personal fitness long range plans, a chart for physical activities linked to fitness components, exercises (warm-up and cool down techniques).

Maintaining a fitness journal or exercise journal provides an opportunity for students to reflect on the activities chosen as well as their feelings toward participation.

**Circuit Training**

Use circuit training to informally assess fitness. Record sheets can be kept by the student to chart progress and performance.

**Sample Circuit Score Sheet**

**Student** _____ **Date** _____

| Circuit Station | Score | Score | Comments |
|---|---|---|---|
| Flexibility | | | |
| Curl-ups | | | |
| Jump Rope | | | |
| Stationary Bike | | | |
| Pull-ups | | | |

### Fitness Contracts

Fitness contracts provide the student an opportunity to set fitness goals and a plan to reach those goals. In addition, it gives the student motivation to continue to progress.

### Assessment Techniques and Tools

1. Give two examples of how flexibility is needed in sports and explain why it is important in these situations. How is flexibility needed in daily activities? Assessment technique: portfolio entry, written report, oral discourse, *PASS* Objective II. B., C., Grades 6-7; II. C., F., Grades 8-9.

2. Discuss the benefits of aerobic endurance. How do you train to achieve aerobic benefits? Assessment technique: Written essay, portfolio entry, oral discourse, *PASS* Objective II. A., C., D., E., F., Grades 8-9.

3. Identify and report on those sports that require or would be enhanced by a participants aerobic endurance capacity. Assessment technique: essay, portfolio entry, individual project, *PASS* Objective II. A., C., D., E., F., Grades 8-9.

4. Given a list of ten activities, rate each activity for potential benefits for each of the health-related fitness components. Assessment technique: Portfolio entry, checklists, graphs, *PASS* Objective II. C., G., Grades 8-9.

5. In small groups, design a fitness trail to be constructed on site or in a community area. Assessment technique: Event task, group project, *PASS* Objective II. C., Grades 6-7; II. D., E., Grade 8-9; II. E., Grades 10-12.

6. Design a Fartlek Course.* Include in the design jumping or stepping obstacles, uphill and downhill running, and challenges to develop different muscle groups. "Speed Play" in which the terrain controls the intensity and speed and not the clock. Assessment technique: Group project, portfolio entry, event task, videotape, *PASS* Objective II. E., F., Grades 10-12.

7. Plan and conduct a family fitness night or a school health fair and advertise the event. Assessment technique: Portfolio entry, event task, group project, *PASS* Objective II., E., Grades 10-12.

8. Assess personal fitness; compare personal scores to national standards, and set goals for improvement or maintenance

9. Design a brochure or newsletter which provides the consumer with information regarding nutrition or weight management. Assessment technique: Exhibition, research, *PASS* Objective I. E.

## Lifetime Health and Fitness — Assessment

### HEART RATE GRAPH

My target heart rate zone is _____ minimum to _____ maximum

Name _____ Date _____ Class _____

| HEART RATE | Beats Per Minute | Walk (1 mile) | Brisk Walk (1 mile) | Jog (1 mile) | Jump Rope (2 minutes) | Aerobics (20 minutes) | Swim Laps (10 minutes) | Weight Training | Sprint (50 yards) |
|---|---|---|---|---|---|---|---|---|---|
| | 200 | | | | | | | | |
| | 190 | | | | | | | | |
| | 180 | | | | | | | | |
| | 170 | | | | | | | | |
| | 160 | | | | | | | | |
| | 150 | | | | | | | | |
| | 140 | | | | | | | | |
| | 130 | | | | | | | | |
| | 120 | | | | | | | | |
| | 110 | | | | | | | | |
| | 90 | | | | | | | | |
| | 80 | | | | | | | | |
| ACTIVITY | | | | | | | | | |

## Activity Journal

Encouraging participation in activity outside of the physical education class helps to promote a healthy lifestyle. Having students record their activities (minimum of three times per week) will help students understand the concept that you cannot store fitness. Below is an example of an activity journal.

---

NAME CLASS WEEK #

| DAY | DATE | ACTIVITY | HEART RATE | DURATION | COMMENTS |
|---|---|---|---|---|---|
| SUNDAY | | | | | |
| MONDAY | | | | | |
| TUESDAY | | | | | |
| WEDNESDAY | | | | | |
| THURSDAY | | | | | |
| FRIDAY | | | | | |

## Student Journals

Student journals are powerful tools for giving the student an opportunity to reflect on their experiences within a particular lesson. They also provide a communication tool for teacher and student. Students may ask questions, make comments, indicate successes, and identify areas for improvement. Teachers can respond with short comments or verbally to the students.

### SAMPLE DAILY JOURNAL ENTRIES

Today I participated in _____

I worked on _____

The problems I had were... _____

To solve these problems I _____

I wish I had _____

The resources and people that helped me _____

I learned _____

What I enjoyed about this activity was _____

What I didn't like about this activity was _____

## Sample Self-Assessment

**Assessment**

### Personal Development Assessment

| Rate yourself in the following categories: | Yes<br>1 | Sometimes<br>2 | Never<br>3 |
|---|---|---|---|
| **During the last activity unit, I believe I:** | | | |
| I liked playing the activity. | | | |
| Worked at improving my fitness level. | | | |
| Improved my skills. | | | |
| Took risks in activities (tried new things). | | | |
| Showed self-control in class. | | | |
| Was active in physical activities outside of class. | | | |
| **For my fitness level:** | | | |
| I worked hard on my daily exercises and running, and I did extra fitness activities at home. | | | |
| I worked hard on my daily exercises and running in our class. | | | |
| I worked hard, most of the time, on our fitness activities in class. | | | |
| I usually tried when we did fitness activities in class. | | | |
| I sometimes tried when we did fitness activities in class. | | | |
| I didn't put much, if any, effort into class fitness activities. | | | |
| **Social Development Assessment Scale** | | | |
| **I believe I encouraged other students:** | | | |
| I always supported and encouraged teammates and opponents at all times. | | | |
| I encouraged and supported my teammates whenever possible. | | | |
| I encouraged my teammates when they made a good try. | | | |
| I encouraged my teammates occasionally. | | | |
| I didn't criticize my teammates, but I did not give encouragement. | | | |
| I, at times, criticized my teammates. | | | |
| **Movement Skills Assessment Scale - Volleyball** | | | |
| I served the ball overhand, with proper technique, and got it in every time. | | | |
| I served the ball overhand, with proper technique, and usually got it in. | | | |
| I served the ball overhand and got it in sometimes. | | | |
| I served the ball underhand and got it in consistently. | | | |
| I served the ball underhand and got it in sometimes. | | | |
| I hit the ball sometimes, but seldom hit it where I wanted to. | | | |



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## Sample Portfolio Card

**Assessment**

**Name:** _____

\+ An Area of Strength (Promotes)
* Meets Expectations (Demonstrates)
\- Improvement Needed

| | 1st Semester | | 2nd Semester | | 3rd Semester | | 4th Semester | |
|---|---|---|---|---|---|---|---|---|
| Self-concept | Student | Teacher | Student | Teacher | Student | Teacher | Student | Teacher |
| Cooperation | + | + | | | | | | |
| Peer Respect | * | - | | | | | | |
| Adult Respect | + | + | | | | | | |
| Shares/Teamwork | + | * | | | | | | |
| Self-control | * | - | | | | | | |
| Responsible | + | + | | | | | | |
| Sportsmanship | * | - | | | | | | |
| Attitude | * | - | | | | | | |
| Motivation | + | + | | | | | | |
| Participation | + | + | | | | | | |
| Behavior | + | + | | | | | | |
| Skill Growth | + | + | | | | | | |
| Basic Knowledge | + | + | | | | | | |

| Fitness Components | Raw Score | Normative Score By Age and Gender | Personal Goal |
|---|---|---|---|
| Aerobic Endurance (1-mile run) | | | |
| Body Composition (% fat) | | | |
| Flexibility (sit and reach) | | | |
| Muscular Strength (pull-ups) | | | |
| Muscular Endurance (crunches) | | | |

Extracurricular activities related to physical education:

Teacher comments:

# Skills Checklist

**Assessment**

**Physical Education Skills Checklist**
**Basketball**

**Student Name**

| | Can Do | Needs Help | Comments |
|---|---|---|---|
| **Psychomotor** | | | |
| Chest pass | | | |
| Bounce pass | | | |
| Lay-up | | | |
| Free throw | | | |
| Jump shot | | | |
| **Cognitive** | | | |
| Can explain two rules | | | |
| Can describe player position | | | |
| Can describe two cues for bounce pass | | | |
| Can describe two cues for free throw | | | |
| **Affective** | | | |
| Participates fairly | | | |
| Will share space/equipment | | | |
| Does not "put down" other students | | | |

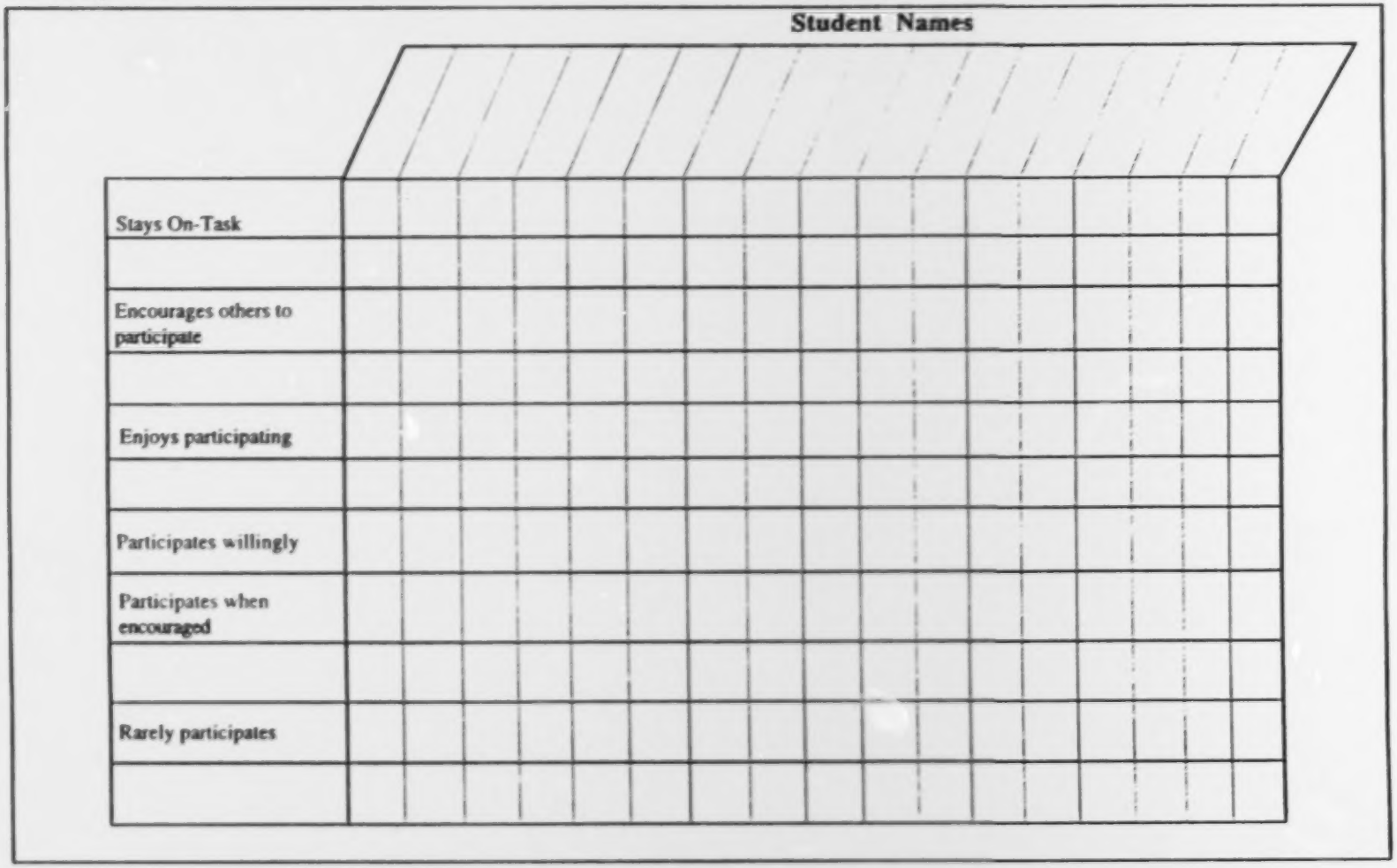
| | Psychomotor | | | | | Cognitive | | | | Affective | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| √ = Can Do<br>X = Needs Practice/Help<br>Student Name | Chest pass | Bounce pass | Lay-up | Free throw | Jump shot | Can explain two rules | Can describe player positions | Can describe two cues for jump shot | Can describe two cues for free throw | Displays cooperation with others | Participates fairly | Will share space/ equipment | Does not "put down" other students |
| | | | | | | | | | | | | | |

## Participation Profile Checklist √

**Assessment**

**Class/Block:** _____ **Date** _____

**Activity (ies):** _____



## PROGRAM APPRAISAL CHECKLIST FOR √
### Physical Education

The program appraisal checklist should be used by administrators and teachers to identify the strengths and/or weaknesses within the physical education program.

| 3 = Always | 2 = Almost Always | 1 = Never Present |
|---|---|---|

### CURRICULUM

- [ ] The curriculum has a scope and sequence with identified goals and benchmarks that are appropriate for the age level.
- [ ] Free play and recess do not substitute for physical education.
- [ ] Games and activities that limit participation and waiting for turns are eliminated, and replaced with activities that ensure equal participation.
- [ ] The program reflects a variety of activities that are developmentally appropriate for each student.
- [ ] The curriculum provides activities for the enhancement of health-related fitness including cardiovascular efficiency, flexibility, muscular strength, and endurance, and body composition.
- [ ] The curriculum fosters creativity and utilizes innovative ideas in teaching.
- [ ] The curriculum has well-defined outcomes.
- [ ] The curriculum utilizes appropriate technology.
- [ ] Lesson content reflects integration with other subject areas.
- [ ] "Rolling out the ball" method of teaching is eliminated.
- [ ] Equipment and supplies are adequate for all students to participate actively in the physical education setting.
- [ ] The curriculum is updated and revised on a regular basis.
- [ ] Activities based on "aggressive" behavior (e.g., war ball) are eliminated.

| 3 = Always | 2 = Almost Always | 1 = Never Present |
|---|---|---|

**TEACHER**

- Utilizes teaching methods and content that reflect developmentally appropriate practices.
- Understands the difference between physical education and athletics.
- Is knowledgeable about learning processes, teaching methods and implementation of movement, and lifetime skill learning.
- Applies teaching style and methods to conform to the needs of the learner.
- Understands developmentally appropriate practices for specified grade levels.
- Utilizes assessment for student progress.
- Utilizes technology appropriate for physical education.
- Is a good role model for students.
- Plans adequately for inclement weather.
- Is skilled in individualizing the program to meet student needs and interests.
- Is actively involved in the teaching and learning process, and is not sitting on the stage or in the office during class time.
- Is enthusiastic and energetic about teaching.
- Demonstrates good organizational skills.
- Plans for safety throughout the physical education curriculum content.
- Handles discipline problems effectively.
- Participates in professional development activities.
- Assessment of student's physical progress and achievement is used to individualize instruction.
- Students are involved in activities that allow them to remain continuously active.

# Developmentally Appropriate Practices in Physical Education

**Appendix B**

## ELEMENTARY

The following information is a condensed version of the NASPE *Developmentally Appropriate Physical Education Practices for Elementary and Middle/Secondary School Physical Education*. These practices are indicative of appropriate and inappropriate behavior in the conduct of physical education programs.

### CURRICULUM

**APPROPRIATE:** The physical education program provides defined scope and sequence based on goals and objectives that are beneficial for all students.

**INAPPROPRIATE:** The curriculum is based upon teacher's interest, instead of student's. Program lacks developmentally appropriate activities for the total child. For example: The program consists largely of group games.

### MOTOR SKILL DEVELOPMENT

**APPROPRIATE:** Children are provided with worthwhile opportunities for practice in the development of movement skills that enable them to feel confident in the acquisition of new skills.

**INAPPROPRIATE:** Children only participate in limited activities and are not challenged individually for opportunity to progress in motor skill development. Children participate only in a few games and activities throughout the year, e.g., tag games, dodge ball, etc.

### KNOWLEDGE

**APPROPRIATE:** Lesson plans for physical activities are designed to include both cognitive and physical activities.

**INAPPROPRIATE:** Children do not receive opportunities to experience integration of physical education with art, music, science, math, and other classroom experiences.

### PERSONAL AND SOCIAL SKILL DEVELOPMENT

**APPROPRIATE:** Lesson plans reflect the opportunity for children to improve their social and cooperative skills.

**INAPPROPRIATE:** Teachers fail to enhance student's opportunity for positive interactive behavior.

## PHYSICAL FITNESS TESTING

**APPROPRIATE:** Physical fitness testing results are used to help children improve and/or maintain their physical health and well-being. The total program of activities reinforces areas of health-related fitness throughout the year.

**INAPPROPRIATE:** Physical fitness tests are given twice a year only to qualify for awards. Physical fitness tests are given without an explanation of their meaning to the student's understanding of the tests or the implications for improvement for optimal health and well-being.

## EXERCISE AND/OR ACTIVITY AS PUNISHMENT

**APPROPRIATE:** Fitness and exercise activities are designed for the improvement of the students fitness level for health and well-being.

**INAPPROPRIATE:** Physical activity and/or exercise is utilized by the teacher as punishment for misbehavior (e.g., running laps, pushups, curl-ups etc.), which instills a negative attitude toward exercise and physical activity.

## ASSESSMENT

**APPROPRIATE:** Planning of activities are based on ongoing assessment of children as they participate in activity, and not on the basis of a single test, e.g., standard fitness test. Assessment is used to evaluate progress, individualize instruction, communicate with parents and administration, and identify children with special needs.

**INAPPROPRIATE:** Fitness test scores or skill test scores used for evaluation and/or grading in physical education.

## ACTIVE PARTICIPATION

**APPROPRIATE:** Lessons are designed to meet the child's need for active participation in all learning experiences. All children are actively involved during class time.

**INAPPROPRIATE:** Children waiting in line for a turn in relay races, waiting to be chosen for a team, or waiting to take turns on equipment.

## COMPETITION

**APPROPRIATE:** Physical Education activities emphasize self-improvement, cooperation, and participation, instead of winning and losing.

**INAPPROPRIATE:** Participation in activities label children as winners or losers.

## EQUIPMENT

**APPROPRIATE:** Adequate equipment is available so that each child benefits from maximum participation in activity.

**INAPPROPRIATE:** Insufficient amount of equipment is available for the class size.

## SUBSTITUTIONS FOR PHYSICAL EDUCATION

**APPROPRIATE:** A well-rounded program of physical education is offered daily for the students to acquire the benefits of quality physical education.

**INAPPROPRIATE:** Free play during recess, characterized by lack of goals, planning, organization, and instruction is used as a substitute for physical education.

## GENDER EQUITY

**APPROPRIATE:** Girls and boys are provided equal access to physical education activities. Both girls and boys are encouraged toward successful achievement in all realms of physical activity.

**INAPPROPRIATE:** Girls are encouraged to participate in traditional "feminine" roles. Boys are provided more opportunity for leadership roles.

## MIDDLE/SECONDARY SCHOOL

### CURRICULUM

**APPROPRIATE:** Instruction and learning experiences are based upon specific goals and objectives.

**INAPPROPRIATE:** Instruction is based upon teacher's interest and likes, rather than student's needs and interests.

### MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT

**APPROPRIATE**: Opportunities are provided for students to refine skills learned as well as learn more challenging skills. Opportunities are provided for students to utilize skills in sequences and execute them in a variety of situations.

**INAPPROPRIATE**: Lack of time is allocated for fundamental skill improvement. Sport skill acquisition and participation are the only objectives emphasized. The physical education program does not contribute to the student's knowledge of how to use physical activity for a lifetime.

### KNOWLEDGE

**APPROPRIATE**: Critical thinking and problem-solving skills are emphasized within the context of physical activity. Knowledge includes rules, strategies, fitness and skill assessment, and the role physical activity plays in the future for health and wellness.

**INAPPROPRIATE:** The program only emphasizes participation and sport skill acquisition. The program does not contribute to the students knowledge of how to use physical activity for lifetime health and fitness.

### PERSONAL AND SOCIAL SKILL DEVELOPMENT

**APPROPRIATE:** Experiences are provided for students to learn the process of working together and cooperating with each other to achieve a common goal. Student behaviors such as, communicating effectively, problem solving, acceptance of the differences of other, and working within a framework of rules are reinforced throughout the curriculum.

**INAPPROPRIATE**: The focus of activities is upon individual growth and dominance rather than cooperative play and group activities. Individuals are denied benefits of activity because of gender, race, or skill level.

## PHYSICAL FITNESS ACTIVITIES

**APPROPRIATE:** Physical fitness is an ongoing process and incorporated in the daily lesson. All components of health-related fitness receive equal emphasis.

**INAPPROPRIATE:** Fitness is taught as a separate unit. Scores on normative tests are used as the basis for grading.

## TEAM AND INDIVIDUAL ACTIVITIES

**APPROPRIATE:** A wide variety of team and individual activities are used as well as ample time for practice of skills.

**INAPPROPRIATE:** Free play and unstructured use of class time with little focus on skill acquisition is the dominate teaching method.

## RHYTHMS AND DANCE

**APPROPRIATE:** A variety of both creative and recreational dance forms are taught representing a variety of cultures.

**INAPPROPRIATE:** The program does not include rhythmical experiences or only uses one dance form or activity. Dance is excluded from program because of teacher preference.

## EXERCISE AND/OR ACTIVITY AS PUNISHMENT

**APPROPRIATE:** Exercise and activity are used for development and increased fitness levels of each student.

**INAPPROPRIATE:** Exercise and/or activity is used for punishment for misbehavior (e.g., running laps, push-ups etc.)

## COMPETITION

**APPROPRIATE:** Activities emphasize self-improvement, participation, and cooperation instead of winning and losing.

**INAPPROPRIATE:** Students are required to participate in activities that label them as winner or loser.

## ASSESSMENT

**APPROPRIATE:** Evaluation and grading is based on continuous, formative process evaluation, and not scores on a single test at the end of a unit.

**INAPPROPRIATE:** Students are evaluated on a single test score or fitness test.

## TECHNOLOGY

**APPROPRIATE:** The physical education department has access to sufficient technology for utilization in the teaching process.

**INAPPROPRIATE:** Technology is perceived as inappropriate in the physical education setting.

## SUBSTITUTIONS FOR PHYSICAL EDUCATION

**APPROPRIATE:** Physical education is viewed as an integral part of the curriculum with unique goals and objectives that cannot be achieved in other areas.

**INAPPROPRIATE:** Physical education credit is given for other activities such as intramurals, band, ROTC, interscholastic sports, cheerleading, or private instruction.

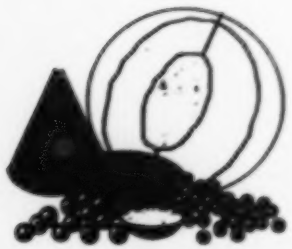
## Grades K-2

### 5 A Day Adventure CD-Rom

Students in small groups (two or three) will explore fruits, vegetables, and the importance of eating five servings a day.

Class discussion after a lunch time meal helps students relate real life activity to their learning.

Source: 5 A Day Adventures
Dole Food Company
155 Bovert Suite 476
San Mateo, California 94402
http://www.dole.com



## Grades 3-5

### Health-Related Fitness Portfolio

After class discussion and demonstration; students will review the tutorial program.

Partners will practice warm-up exercises and cool-down procedures.

Make journal entries on selected exercises and individual comments.

Source: Mac Health-Related Fitness
Tutorial and Portfolio 2.1
American Alliance HPERD
1-800-321-0789

## Grades 6-8

### Heart Rate Monitors

Class discussion and demonstration on calculating target heart rate.

Partners will calculate individual target heart rates.

During a twenty minute work out session (walk/jog), students will monitor heart rates with a polar heart rate monitor, or traditional pulse taking method.

Partners chart and evaluate the amount of time in target heart rate zone.

Source: Lessons from the Heart
By: Beth Kirkpatrick
Burton H. Birnbaum
www.polarusa.com

## Grades 9-12

### Internet Research

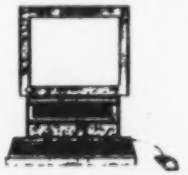
Partners will select a specific sport or activity to research on the internet.

Locate internet sites and explore.

Suggest a format, e.g., scavenger hunt for racquetball; find court dimensions; two examples of foot fault; definition of a safety zone violation.

Submit written report on the information found and add to electronic portfolio.

Source: Strategies (JOHPERD)
Volume II, No. 1
September - October 1997



# Fitlinks for Physical Education

Appendix D

## Physical Education

Sponsored by the Health and Physical Education Program at Virginia Tech

**hppt://pe.central.vt.edu/**

Physical Education Lesson Plans

**http://members.tripod.com/~pass/lesson.html**

PE-TV Web Site

**http://www.pe-tv.com/webc.html**

Oklahoma State Department of Education Health/Safety and Physical Education Home Page

**http://sde.state.ok.us**

A great physical education site

**http://educ.ubc.ca/dept/cust/pe**

A great physical education site

**www.stan-co.k12.ca.us/calpe/**

A major list of physical education web sites

**http://www.cwu.edu.~jefferis/jeff.prog.html**

Physical Activity Network

**http://www.pitt.edu/~pahnet**

## Fitness

Fitness Links to the Internet

**http://www.fitnesslink.com/links.html**

Fitness World

**http://www.fitnessworld.com**

The Fitness Files

**http://rcc.webpoint.com/fitness/index.html**

## Outdoor Adventure

How to use a compass

**http://www.uio.no/~kjetikj/compass**

Ultimate Frisbee

**http://frisbee.com**

## Physical Education Teacher Home Pages

Dana Fisher-Stirrett Homepage

**http://homepage.usr.com/s/stirret**

Cabell Midland High School: Home of Bane Mccraken, National Secondary PE Teacher of the Year, 1997

**http://wwwboe.cabe.k12.wv.us/cmhs/mccrack.html**

Allen Russell's Home Page (elementary)

**http://www.mesa.k12.co.us/physed/**

| **Physical Education Teacher Home Pages** (cont.) |
|---|
| Reggie Kimball's Home Page (Elementary)<br>**http://www.chre.vt.edu/rkimball/reggie.html** |
| Dave Dumais "Challenge Ropes Adventure Course"<br>**http://tiac.net/users/dumais/index.html** |
| **Health** |
| Safe and Drug Free Schools<br>**http://www.ed.gov/offices/OESE?SDFS** |
| National Clearinghouse for Alcohol and Drugs<br>**http://www.health.org** |
| Center for Disease Control<br>**http://www.cdc.gov** |
| National Institute on the Education of At-Risk Students<br>**http://www.moaaa.nih.gov** |
| A Report of the Surgeon General on Physical Activity and Health<br>**http://www.cdc.gov/needphp/sgr.hum** |
| Healthy People 2000<br>**http://wwwodphp.ossify.dhhs.gov/pub/hp2000/defaul** |

| **Additional Games and Activities** |
|---|
| USA Jump Rope Federation<br>**http://www.usajr.org** |
| Games Kids Play<br>**http://www.corpcomm.net/~gnieboer/gamehome** |
| Juggling Information<br>**http://www.juggling.org** |
| Earthball<br>**http://www.nas.com/earth/** |
| **Dance** |
| Dance Sites<br>**http://pe.central.vt.edu/dancesites.html** |
| **Adapted Physical Education** |
| Adapted Sites<br>**http://pe.central.vt.edu/adaptivesites.html** |
| **Professional Organizations** |
| American Alliance for Health Physical Education Recreation and Dance<br>**http://www.aahperd.org** |
| Southern District AAHPERD<br>**http://www.sdaahperd.org** |

# Target Zone

**Appendix E**

**Name** **Class** **Date**

**Introduction:** To benefit from a sound cardiorespiratory program, follow the "F.I.T." (Frequency, Intensity, Time) formula.

**Frequency**: For optimal results, perform your aerobic activity three to five times a week, preferably every other day. If you choose to exercise more, make sure you rest at least one day each week to prevent any injuries from overuse!

**Intensity**: Your intensity should be 60 percent to 80 percent of you personalized training zone. For beginners in good heath, 60 percent to 70 percent of your training zone is encouraged.

**Time**: The time or duration should gradually build up to between 20 and 60 minutes.

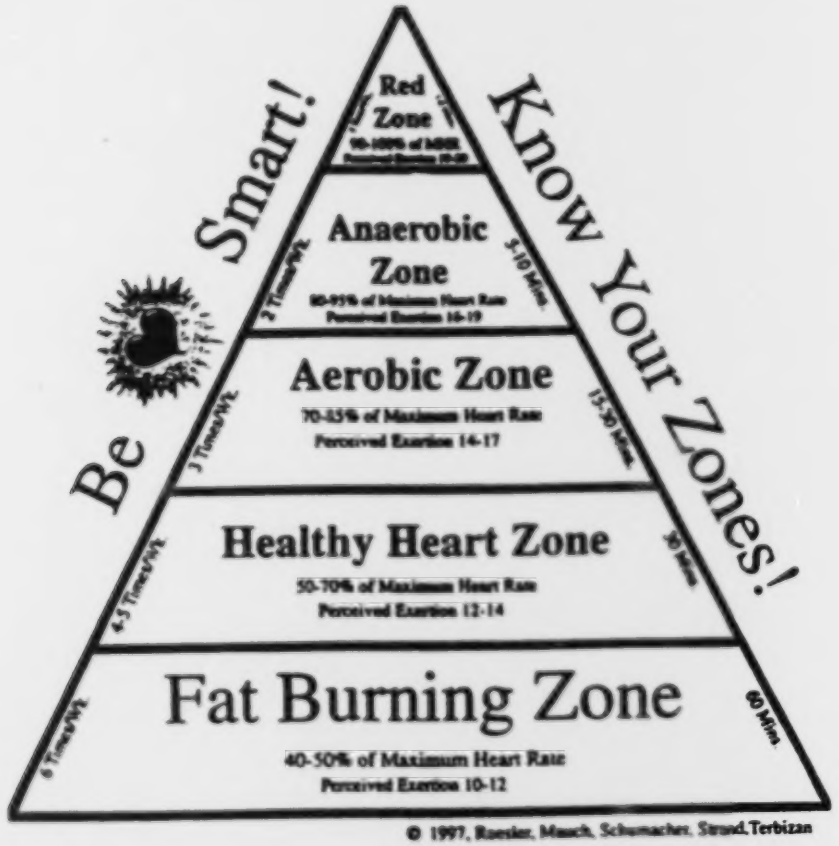
**Purpose**: To find individual target zone.

**Procedure**: Heart Rate Monitoring. Monitoring your heart rate is a very simple, practical, and safe way to understand your exertion during aerobic activity. You will improve your cardiorespiratory system if you train at 60 percent to 80 percent of your personalized target zone. To estimate your target zone, you must first calculate you maximum heart rate and your resting heart rate. Your maximum heart rate (the fastest your heart will beat) can be estimated by subtracting your age from 220. Resting heart rate is defined as the average heart rate (per minute) prior to initiating any physical activity. It is often measured in the morning, after waking up and prior to physical activity. Here's how a 10 year-old individual with a resting heart rate of 72 would estimate his or her personalized target zone.

| | Example | | Your Target Zone | |
|---|---|---|---|---|
| Constant | 220 | | 220 | |
| Your age | 10 | | - | |
| Subtract age from constant; this equals estimated maximum heart rate | 210 | | = | |
| Your resting heart rate | -72 | | - | |
| Subtracting resting heart rate from estimated maximum heart rate | =138 | | = | |
| Multiply by | 60% | 80% | 60% | 80% |
| Equals | 83 | 110 | | |
| Add resting heart | +72 | +72 | + | + |
| Equals exercise heart rate | 155 | 182 | | |
| | TARGET ZONE | | | |

## Middle School Fitness Education Pyramid

**Appendix F**

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## High School Fitness Education Pyramid

**Appendix G**

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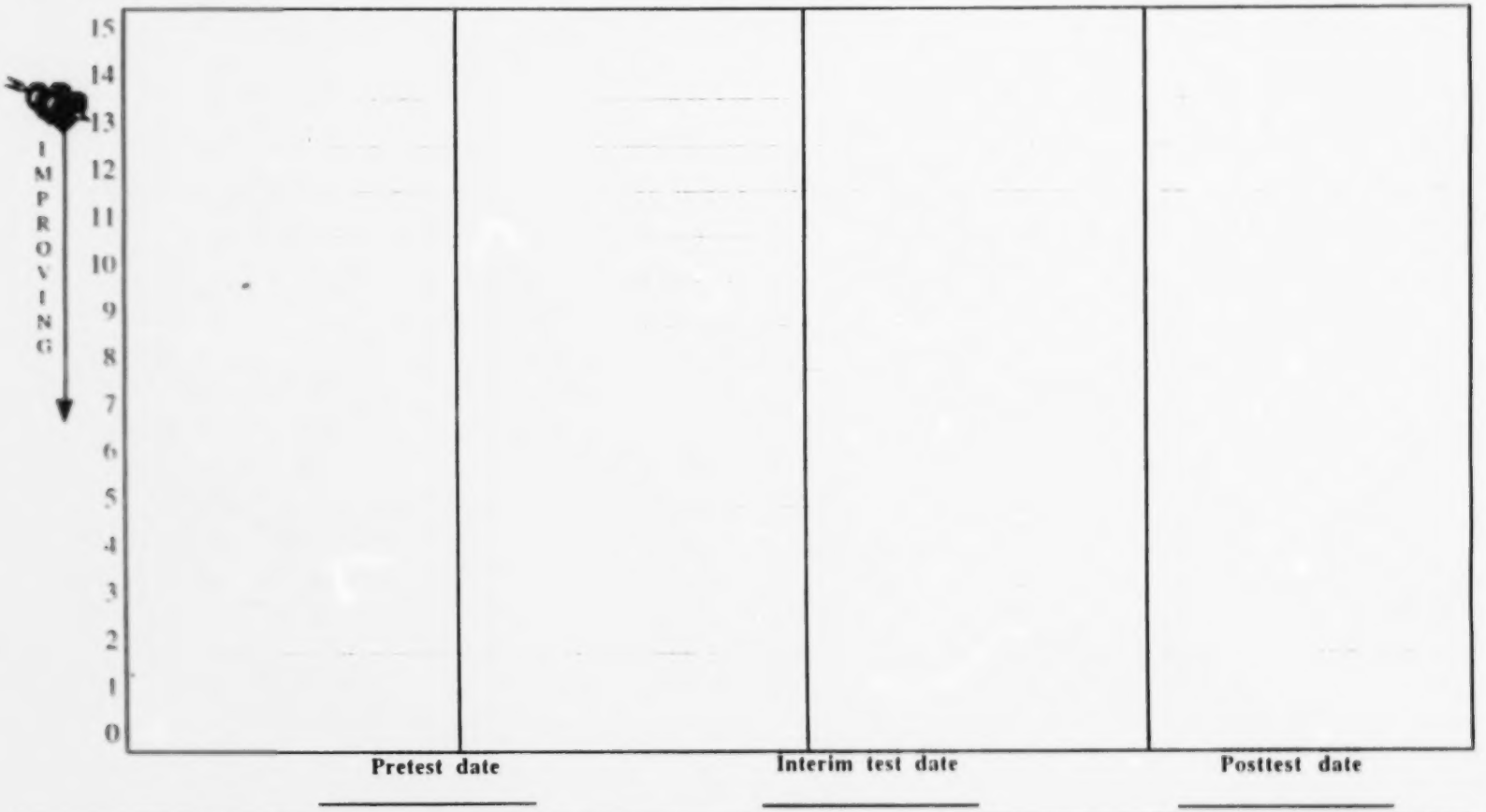
## Fitness Graphs

**Appendix H**

Plot your fitness scores on the correct line on the graph each time you measure a component of physical fitness. Use dots to plot your results. Connect the dots with a straight line to see your progress.

Name _____
Grade _____
Class _____
Sex _____
Age _____

**One-Mile Run**



## My Daily Nutrition Log

Appendix I

Name _____ Grade _____

Class _____

| Date | Breakfast | Lunch | Dinner | Snacks |
|---|---|---|---|---|
| Mon. | | | | |
| Tues. | | | | |
| Wed. | | | | |
| Thurs. | | | | |
| Fri. | | | | |
| Sat. | | | | |
| Sun. | | | | |

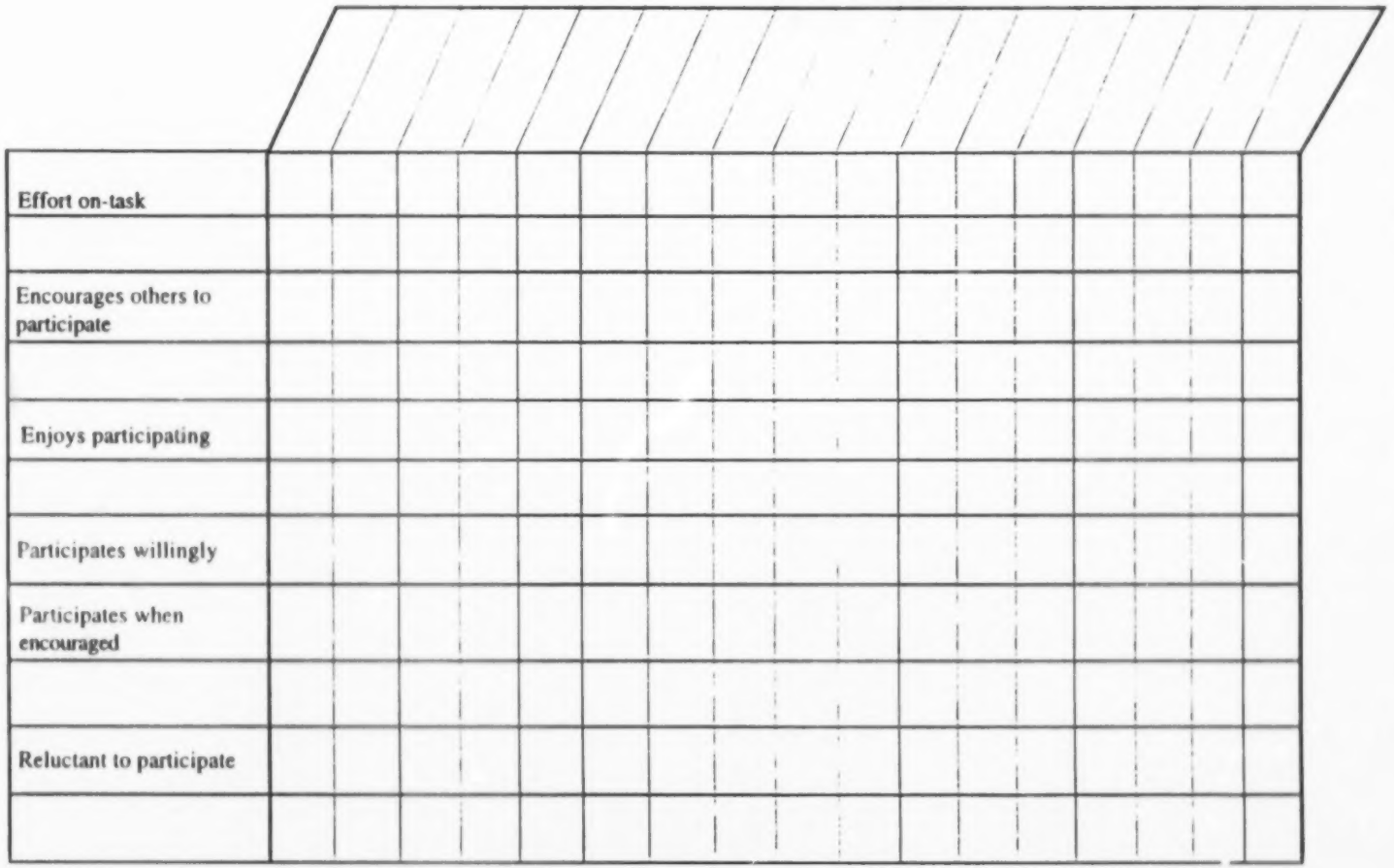
# Participation Profile

Appendix J

**Class/Block:** _____ **Date** _____

**Activity (ies):** _____

**Student Names**






424

425

# Group Observation Form

**Appendix K**

Course: Class/Block: Date:

Skill/Concept

**5 - Superior** **4 - Satisfactory** **3 - Improving** **2 - Experiencing Difficulty**

| Names of Students | Criteria to be Observed | | | |
|---|---|---|---|---|
| | | | | |
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |
| 11. | | | | |
| 12. | | | | |
| 13. | | | | |
| 14. | | | | |
| 15. | | | | |
| 16. | | | | |
| 17. | | | | |
| 18. | | | | |
| 19. | | | | |
| 20. | | | | |

## Planning Calendar for "A Year of Fitness"

NASPE Fit to Achieve Program--Here are some ideas from NASPE to consider when planning your "Year of Fitness"

**January**

- Begin planning special events and activities relating to National Physical Fitness and Sports Month and National Physical Education and Sports Week: May 1 through 7.
- Present a physical education class demonstration at the local high school basketball game during the halftime program to educate the public about today's physical education curriculum.
- Plan a jump rope demo for your school and publicize the benefits of jumping rope in the PTA Newsletter and local newspaper.

**February**

- Celebrate National Girls and Women in Sports Day. National Association for Girls and Women in Sport, 1900 Association Drive, Reston, VA 22091. (703) 476-3452. Materials: Community Action Kit.
- Hold a "Jump Rope for Heart" event to raise money for cardiovascular research.

**March**

- Attend the state/, district and/or national meetings of the American Alliance for Health, Physical Education, Recreation and Dance.
- Participate in or plan a local health/fitness fair by disseminating information about the need for quality daily physical education and providing demonstrations.

**April**

- Inform parents about the upcoming youth fitness assessments through a memo or school's PTA news. Explain the purpose of the assessments, recommended outcomes, and how the result impacts your teaching plans.
- Invite parents to help you as aides during the testing to record results, set up materials, etc.

**May**

- As a part of National Physical Fitness and Sports Month, encourage classroom teachers to have students do a classroom exercise about the importance of good physical fitness, i.e., an essay on personal thoughts, a story about physical challenges, a report on a sport, a picture or a math or science exercise.
- For information about National Running and Fitness Week, May 10-17, contact: American Running and Fitness Association, 4405 East West Highway, Suite 405, Bethesda, MD 20814; (301) 913-9517. Materials: press releases, posters.
- Promote a parent, student physical fitness activity for the whole school to do, i.e. a school walk.

**June**

- Coordinate a school field day activity and invite parents to come and help.
- Offer special fitness and physical activity suggestions for the whole family to do over the summer months in a special ditto or school's PTA news.

**July**

- Join the National Association for Sports and Physical Education (NASPE) and the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) to learn about the latest developments in your profession and to network with colleagues around the country.

**August**

- Prepare a "Back to School" Fitness/Health presentation concerning goals, objectives and overview of yearly activities.

**September**

- Plan to make opportunities throughout the school year to speak to groups of parents, i.e., at PTA meetings or back-to-school nights.
- Inform parents about the upcoming fitness assessments through a memo or school's PTA news. Explain the purpose of the tests, recommended outcomes and how the results impact your teaching plans.
- Distribute a checklist for parents so they can help increase the physical activity their children get, and assist in making good diet choices, etc.

**October**

- Present a physical education class exercise at the local high school football game during the halftime program to educate the public about today's physical education curriculum.

**November**

- Tell a colleague about the resources available by joining the NASPE through membership in AAHPERD.

**December**

- Invite local college/university physical education professors to observe as well as participate in your physical education class.

EXAMPLE

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|---|---|---|---|---|---|
| **MAY** National Physical Fitness and Sports Month | | | 1 Jump rope for 3 minutes | 2 Perform 5 sit-ups | 3 Run around your house 5 times | 4 Kick an empty milk jug using soccer dribbling skills around your house 3 times |
| 5 Ride your bike or skateboard with a friend | 6 Perform 5 push-ups | 7 Perform 20 jumping jacks | 8 Perform 20 toe touches from sitting position | 9 Skip around your house 5 times with dog | 10 Walk around in your yard with a friend for 15 minutes or longer | 11 Shoot basketball by yourself or with a friend or toss a ball to yourself and catch it |
| 12 Give your mother 5 hugs throughout the day and tell her "Happy Mother's Day" | 13 Throw and catch a ball with a friend for 15 minutes or longer | 14 Practice sit and reach by touching your toes. Remember to keep your legs straight! Do 5 times | 15 Perform 10 sit-ups | 16 Run around your house 10 times | 17 Perform 10 push-ups | 18 Hit a baseball back & forth over a net, chair or some other object with a friend, like playing volleyball! 15 min. or longer |
| 19 Perform 20 toe touches from sitting position | 20 Bounce a ball while running in a zig zag pattern for 10 minutes or longer | 21 Perform 35 jumping jacks | 22 Practice your forward roll, perform 5 of them. Practice your balance skills by walking on a straight line | 23 Jump rope for 5 minutes | 24 Jump up and down 50 times because it's Friday | 25 Kick a ball back and forth with a friend for 15 minutes or longer |
| 26 Kick a ball to a target--hit target 10 times | 27 Perform 15 sit-ups | 28 Kick an empty milk jug using soccer dribbling skills around your house 5 times | 29 Perform 50 Jumping jacks | 30 Perform 10 arm circles in forward direction with palms up--then 10 arm circles in backward direction, palms down | 31 Give yourself a pat on the back for all your hard work this month | |

Reprinting the *May National Physical Fitness and Sports Month* calendar with permission from the National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191-1599. Reprinting this publication in whole or in part requires permission from the source. February 1999.



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# Fast Food Chart

**Appendix N**

| Arbys | Kilocalories | Fat Grams |
|---|---|---|
| Beef'n Cheddar Sandwich | 443 | 20 |
| Chicken Breast Sandwich | 547 | 28 |
| Curly Fries | 337 | 18 |
| Fish Fillet Sandwich | 526 | 27 |
| **Burger King** | | |
| Cheeseburger | 360 | 16 |
| Bacon Double Cheeseburger | 613 | 40 |
| Whopper | 684 | 39 |
| Hamburger | 310 | 12 |
| **Kentucky Fried Chicken** | | |
| Chicken Sandwich | 482 | 27 |
| French Fries | 244 | 12 |
| Original Chicken Breast | 261 | 15 |
| Original Thigh | 324 | 24 |
| Original Wing | 172 | 11 |
| **McDonalds** | | |
| Bacon, Egg, Cheese Biscuit | 432 | 26 |
| Big Mac | 560 | 32 |
| Cheeseburger | 310 | 13 |
| Chicken McNuggets (each) | 45 | 3 |
| Large Fries | 400 | 22 |
| **Pizza Hut** | | |
| Cheese Pizza, Thin Crust (slice) | 207 | 10 |
| Pepperoni, Pan (Slice) | 270 | 11 |
| Super Supreme, Pan (slice) | 282 | 13 |
| Supreme Personal Pan (each) | 647 | 28 |

| Taco Bell | Kilocalories | Fat Grams |
|---|---|---|
| Bean Burrito | 387 | 14 |
| Beef Burrito | 431 | 21 |
| Chicken Burrito | 290 | 6 |
| Light Soft Taco | 180 | 5 |
| Chicken Soft Taco | 180 | 5 |
| **Wendy's** | | |
| Biggie Fries | 450 | 22 |
| Plain Single | 350 | 15 |
| Big Classic | 480 | 23 |
| Chicken Club | 520 | 25 |
| Baked Potato with Bacon and Cheese | 510 | 17 |

# Resources

## Books/Curriculum

**Academic Sportfolio**
P.O. Box AS
Port Jefferson Station
New York, NY 11776

**Aerobics With Fun**
Charles and Beth Kuntzleman
Arbor Press, Inc.

**Dynamic Physical Education for Elementary School Students**
Pangrazi, 12th Edition 1998
Allyn and Bacon Publishers, Inc.
160 Gould Street
Needham Heights, MA 02194

**Dynamic Physical Education For Secondary School Students**
R. Pangrazi and P. Darst
Allyn and Bacon Publishers, Inc.
Boston, MA 1997

**Fit To Try**
Cindy Bross
Great Activities Publisher

**Gym Dandies Series**
Great Activities Publishers

**Health-N-Me Catalog**
Curriculum Materials
1-800-226-0213

**Hooked On Fitness**
J. Landy
Parker Publishing Company
New York, NY 1993

**Ready To Use Physical Education Activities**
J. Landy
Parker Publishing Company
New York, NJ 1993

**RE-ALCO Industries**
3601 Wet Commercial Boulevard
Fort Lauderdale, FL 33309

**Jump For Joy**
Thompson, Parker Publishing Co.
Englewood Cliffs, NJ 07632

**Success Oriented Physical Education Activities for Students**
Turner, Prentice Hall
Paramus, NJ 1996
www.phdirect.com

**Team Building Through Physical Challenges**
Glover, D. and Midura D.
Human Kinetics, 1992
1-800-747-4457

**United States Tennis Association (USTA)**
70 West Red Oak Lane
White Plains, NY 10604
914-696-7000

## Equipment

**Sportime**
1-800-444-5700
www.sportime.com

**GOPHER**
1-800-533-0446
www.gopher@gophersport.com

**Flaghouse**
1-800-773-7900
www.flaghouse.com

**Omnikin, Inc.**
8165, Du Mistral, #202
Charny (Quebec), Canada G6X 3R8
1-800-70-OMNIKIN or
418-832-0777

**Skatetime, Inc.**
P.O. Box 265
Morrison, IL 61270
1-800-557-5283

## Music

**Power Production's**
P.O. Box 550
Gaithersburg, MD 20884-0550
1-800-777-BEAT

**Kimbo Educational**
P.O. Box 477
Long Branch, NJ 07740
1-800-631-2187

# Resources

## Fitness

**Aerobics and Fitness Association of America (AFAA)**
15250 Ventura Boulevard, Suite 200
Sherman Oaks, CA 91403
818-910-0400
800-225-2322

**Fitness Education Pyramid**
F.E.P. Sales and Consulting
P.O. Box 201
West Fargo, ND 58078-0201
701-277-3094

**Fitnessgram**
Institute for Aerobics Research
12330 Preston Road
Dallas, TX 75230
1-800-635-7050

**Fitness Facts: The Healthy Living Handbook**
Human Kinetics Publishing, Inc.
P.O. Box 5076
Champaign, Illinois 61825-5076
1-800-747-4457

**IDEA: The International Association of Fitness Professionals**
6190 Cornerstone Court Suite 204
San Diego, CA 92121
619-535-8979

**Innovative Fitness Connections**
1-800-453-9343

**Kid Fitness: A Complete Shape-Up Program**
Bantam Books
666 Fifth Avenue
New York, NY 10103

**Physical Best Educational Kit**
AAHPERD
1900 Association Drive
Reston, VA 22091
1-800-213-7193

**Polar Electro, Inc.**
99 Seaview Boulevard
Port Washington, NY 11050-4632
1-800-227-1314

**President's Council on Physical Fitness and Sports**
701 Pennsylvania Avenue
NW Suite 250
Washington, DC 20004
202-690-9000

**President's Challenge**
1-800-258-8146

## Videos/CD-Roms

**Assessing Learning in Physical Education: Motor Skills**
Dr. Stephen C. Jefferies
CWU, Department PEHLS,
Ellensburg, WA 98926
509-963-2241

**Health and Physcial Education Catalog**
Cambridge Educational
P.O. Box 2153, Department PE18
Charleston, WV 25328
1-800-468-4227

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# NOTES